2008-2009 Undergraduate and Graduate Catalog | Misericordia University

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Academic Calendar 2008-2009

Fall 2008

Wednesday	August 20	Orientation for new faculty
Thursday	August 21	All university meeting
Friday	August 22	Convocation
Fri, Sat, Sun	August 22-24	First-year orientation/check-in
Sunday	August 24	All university check-in
Monday	August 25	First day of classes for all students
Friday	August 29	Add period ends 4:30 pm
Monday	September 1	Labor Day; No day or evening classes
Tuesday	September 2	Classes resume 8:00 am
Friday	September 5	Last day to remove summer 2008 incompletes
Friday	September 19	Drop period ends 4:30 pm
Thur-Fri	October 9-10	Fall recess
Monday	October 13	Classes resume 8:00 am
Monday	October 13	Mid-term grades due 8:30 am
Mon–Fri	October 20-24	Advisement week
Monday	October 27	Last day to withdraw from a course or university
Mon–Fri	November 3-7	Registration spring 2009
Wednesday	November 12	Writing proficiency exam 12-1:30 rooms TBA
Tuesday	November 25	Follow Thursday class schedule
Wed-Sun	November 26-30	Thanksgiving recess
Monday	December 1	Classes resume 8:00 am
Monday	December 8	Last day of classes; follow Friday class schedule
Monday	December 8	Monday evening class exams held
Tues-Sat	December 9-13	Final examinations
Monday	December 15	Grades due 12:00 noon

Spring 2009

Monday	January 12	First day of classes for all students
Friday	January 16	Add period ends 4:30 pm
Friday	January 16	Last day to remove fall incompletes
Friday	February 6	Drop period ends 4:30 pm
Mon-Fri	March 2-6	Spring break
Monday	March 9	Classes resume 8:00 am
Monday	March 9	Mid-term grades due 8:30 am
Mon-Fri	March 9-13	Advisement week
Tuesday	March 17	Last day to withdraw from a course or university
Mon-Fri	March 23-27	Registration fall 2009
Wednesday	April 8	Writing proficiency exam 12-1:30 rooms TBA
Thur–Mon	April 9-13	Easter Recess
Tuesday	April 14	Classes resume
Tuesday	April 28	Follow Thursday class schedule
Wednesday	April 29	Last day of classes; Follow Friday class schedule
Thursday	April 30	Study day

Fri-Fri	May 1-8	Final examinations
Monday	May 11	Grades due 8:30 am
Saturday	May 16	Baccalaureate and Commencement

About Misericordia University

Policy Statements

This catalog contains current information regarding Misericordia University's undergraduate and graduate programs, calendar, admissions policies, degree requirements, fees, and regulations. Misericordia University reserves the right in its sole judgment to promulgate and change rules and regulations and to make changes of any kind in its programs, calendar, admissions policies, procedures and standards, degree requirements, and fees whenever it is deemed necessary or desirable, including changes in course content, the scheduling of classes, and cancellation of scheduled classes and other academic activities.

Students are ultimately responsible for knowing and observing all regulations contained herein that may affect their status at Misericordia University.

Misericordia University accords students of any race, color, religion, sex, nationality, or ethnic origin all the rights, privileges, programs, and activities generally made available to students of the university. Misericordia University does not discriminate on the basis of race, age, color, disability, religion, gender, nationality, marital status, sexual orientation, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic, or other university-administered programs.

Misericordia University complies with the Family Education Rights and Privacy Act of 1974 as amended. A copy of the Act is available for inspection in the Vice President of Academic Affairs Office.

The university does not discriminate on the basis of disability in its hiring or employment practices. This notice is provided as required by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Mission Statement

Misericordia University is a Catholic, liberal arts-based, co-educational university. It was founded in 1924 and it is sponsored by the Religious Sisters of Mercy. The university offers both undergraduate and graduate programs. In 1978, the board of trustees approved a mission statement that describes the nature and purpose of the university (formerly College Misericordia), and in 1994 it was revised as follows:

> Misericordia University, a co-educational Catholic university sponsored by the Institute of the Sisters of Mercy of the Americas, is committed to providing quality education to its students and to shaping its educational programs and policies to express the founding Sisters' values and attitudes of mercy, service, justice, and hospitality. The university welcomes individuals of all faiths.
>
> The academic development of each student at the undergraduate level is ensured by the university's commitment to provide a learning experience which cultivates higher-order thinking skills through the integration of liberal arts and professional studies. To emphasize academic excellence and to develop critical thinking, all undergraduate curricula provide a common liberal arts base, the objectives of which are further

developed in the students' major areas of study. The students' educational programs prepare them for productive careers and continued personal and professional growth.

Graduate programs at Misericordia University emphasize intellectual discourse and focused academic growth. The cornerstone of each program is instruction and practice in methods of critical thinking which promote research and enhanced professional expertise.

As part of its comprehensive educational program, the university is committed to providing a wide range of spiritual, physical, recreational, social, and cultural activities in which all members of the university community can participate.

Misericordia University fosters a cooperative environment in which students, faculty, and staff demonstrate personal concern for each individual as a valued member of the university community.

Diversity Statement

Misericordia University recognizes the importance of living the mission in our words and our deeds, demonstrating mercy, service, justice, and hospitality, and supporting the ideals of a democratic society. Therefore, we are dedicated to promoting a diverse community in an atmosphere of mutual respect and appreciation of difference.

We believe, as members of a democratic society, that individuals have not only the right to live their lives according to their own values and beliefs, but also the obligation to respect the right of others to do the same.

We believe all people should be treated with civility, deserving to be heard without demeaning judgments of others.

We believe, as an educational community, that we have the responsibility to learn about each other in order to benefit from our diverse population.

We believe our demonstration of individual integrity and mutual respect sets a standard for the community and exemplifies a broader commitment to human understanding and service.

Accreditations

Misericordia University was chartered by the Commonwealth of Pennsylvania on January 31, 1927, and is empowered to grant the following degrees:

Doctor of Occupational Therapy
Doctor of Physical Therapy
Masters of Business Administration
Master of Science
Master of Science in Nursing
Master of Science in Occupational Therapy
Master of Science in Physical Therapy
Master of Science in Speech-Language Pathology
Bachelor of Arts
Bachelor of Science
Bachelor of Science in Nursing
Bachelor of Social Work
Associate of Applied Sciences

Misericordia University is regionally accredited by the

Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000

The university is also officially recognized by the following accrediting agencies:

Accreditation Council for Occupational Therapy Education, 4720 Montgomery Lane, Bethesda, MD 20814-3425, (301) 652-6611

Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314 (800) 999-2782

Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park St., Clearwater, FL 33756, (727) 210-2350

Commission on College Nursing Education, One DuPont Circle, NW, Suite 350, Washington, DC 20036-1120, (202) 887-6791

Council on Social Work Education, 1725 Duke Street, Alexandria, VA 22314 (703) 683-8080

International Assembly for Collegiate Business Education, IACBE, PO Box 3960, Olathe, KS 66063, (913) 631-3009

Pennsylvania Department of Education, 333 Market St., Harrisburg, PA 17126 (717) 783-6788

The Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL (312) 704-5300

Misericordia University has legal permission from the Pennsylvania State Board of Nurse Examiners to operate a school of nursing in the Commonwealth of Pennsylvania. Various other state education departments also recognize the university's academic programs.

Misericordia University does not discriminate on the basis of sex in admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to our Title IX coordinator, Pamela Parsnik. The coordinator can be reached at 301 Lake Street, Dallas, PA 18612, (570) 674-6310, or at pparsnik@misericordia.edu

Contacts for More Information

For more information on particular aspects of Misericordia University, contact the people listed below at (570) 674-6400 (toll-free at 866-262-6363) between 8:30 am and 4:30 pm. Other university personnel are listed in the university directory section of this catalog. Address all mail for faculty and administration to: Misericordia University, 301 Lake Street, Dallas, PA 18612-1090.

Academic Affairs	Dr. Mari P. King, *Vice President of Academic Affairs*
Undergraduate Admissions	Jane Dessoye, *Executive Director of Enrollment Management*
Admissions	Glenn Bozinski, *Director of Admissions*
Center for Adult and Continuing Education	Thomas J. O'Neill, *Dean of the Center for Adult and Continuing Education*
Athletics	David Martin, *Athletic Director*
Business Matters	John Risboskin, *Vice President of Finance and Administration*

Graduate Services	Thomas J. O'Neill, *Dean of the Center for Adult and Continuing Education*
University Advancement	Susan M. Helwig, *Vice President of University Advancement*
Learning Resource Center	Amy Lahart, *Interim Director of Learning Resource Center*
Registrar's Office	Edward Lahart, *Registrar*
Campus Ministry	Reverend Donald Williams, *Chaplain*
	Christine Somers, *Director of Campus Ministry*
Student Life	Jean Messaros, RSM, *Vice President of Student Affairs*
	Kathleen Foley, *Dean of Students*
Institute of Law and Religious Life	Dr. Cecilia Meighan, RSM, *Executive Director*
Institute on Sacred Scripture	Dr. Noel Keller, RSM, *Executive Director*
The Diversity Institute	Dr. Linda Trompetter, *Special Assistant to the President*
	Scott Richardson, *Associate Director of the Diversity Institute*
The Ethics Institute	Dr. Charles Zola, *Director*

Student Support Services

Bookstore

The campus bookstore is an academically oriented resource, where the need for, and interest in, reading and study engendered in the classroom can be supported and reinforced. It is also an on-campus source of many goods and services required by a university community. The main purpose of the campus bookstore is to provide for the sale of books and supply requirements connected with the academic programs of the university.

Computer Facilities

All facets of the hardware and software environment are upgraded and expanded to enable our students to keep pace with technology. Students have ample access to personal computers throughout the campus. Over 100 personal computers are available for use including: 21 laptops in the library, 6 laptops for commuters, 14 computers in the residence halls, and four computer labs containing 67 computers. Wireless access is provided in both the library and Banks Student Life Center. In addition, there is a wireless computer teaching lab for up to 21 students in the library. Each computer has Microsoft Office (Word, Excel, Access, Powerpoint) available. All residence halls are wired providing each student with his/her own connection to the campus network. The labs are wired for connection to the campus network and Internet as well. Students are provided with a portal account by which they will have access to an e-mail account, calendar, current semester courses, clubs and committees, their own personal headlines, and are able to receive personal and campus announcements. Also, students are able to access their current semester grades, academic record, profile information, billing data, and class schedule, and register for courses online. The student technology help desk handles all commuter/residential student computer problems, residential internet connections, cable TV, and campus phone line issues. The help desk also provides one free antivirus program for each resident student's computer.

Software and programming languages include SPSS, Java, Visual Basic, C++, C#, Cobol and Assembler.

Counseling Center

Counseling center services are available to all undergraduate and graduate students. Services include individual and group counseling, consultation and referral services, and crisis intervention. Counselors also offer workshops on a variety of personal development topics and issues throughout the academic year. All services are free of charge and all counseling contacts are confidential. Records of counseling contacts are kept separate from a student's medical or academic records.

The focus of counseling services is on personal and life development. Some common issues addressed through services typically include problems such as stress management, test and general anxiety, depression, eating issues, substance abuse, and relationship and family problems. Students who present with issues that need a more intensive, long-term treatment approach are offered off-campus referral sources where their needs can be more adequately addressed.

The counseling staff includes a licensed psychologist, a master's level licensed professional counselor, a certified addictions specialist, a registered dietitian consultant, graduate interns, student peer advocates, and peer educators. The counseling center is located on the ground floor of McGowan Hall. The hours are 8:30 am to 4:30 pm and by appointment. Appointments may be made by calling 570-674-6408 or dropping by the center. Evening and weekend appointments are available as needed. A counselor is available 24 hours a day for emergencies. Students may access a counselor on call after hours by contacting the Campus Safety office at 570-674-6300 or by making the request through a resident assistant (RA). Students do not have to identify the reason for requesting the counselor on call.

Faculty, staff, and students who wish to refer a student for counseling services or consult about a student may contact the director, Dr. Cindy March, at 570-674-6366, or in the case of immediate need, may walk the student to the center to access a counselor.

Learning Resource Center

The learning resource center offers services to students who wish to improve the quality of their learning. The center offers comprehensive support services through the following programs: peer and professional tutoring, study skill support and workshops. Individual study skills and learning strategy assessment and intervention services are offered as well as developmental intervention programs for students on academic probation or for those who are not satisfied with their level of performance. The center is located in the lower level of Alumnae Hall. All services are free of charge.

Library

The Mary Kintz Bevevino Library is located at the heart of the campus between Mercy Hall and McHale Residence Hall. The library is named in honor of alumna Mary Kintz Bevevino, a 1987 graduate of Misericordia University. Dedicated in 1999, the Bevevino Library is a state-of-the-art research facility with wireless internet access, computers, and a variety of study environments.

The mission of the Mary Kintz Bevevino Library is to provide informational and instructional support to the Misericordia University Community. The library provides resources, services, and facilities in support of the university's mission of providing quality academics, professional preparation, and service leadership.

The collection of the Mary Kintz Bevevino Library is classified using the Dewey Decimal Classification System. The library home page (**www.misericordia.edu/library**), provides access to the library's online catalog, research databases and library services. The library offers casual seating, study carrels and tables throughout the building and group study rooms on the second and third floors. The main circulating collection is on the first and third floors. The circulation desk, multimedia room, and the Alden Trust Computer Classroom are located on the first floor. The second floor of the library houses the reference desk, the reference and periodicals collections, and the Center for Nursing History. The Sister Mary Carmel McGarigle Archives and the Catherine Evans McGowan Room are on the third floor. The Catherine Evans McGowan Room is used for seminars, multimedia presentations, community meetings, and other group activities.

The library offers information in a variety of formats including books, periodicals, electronic databases, microfilm, and audio and video recordings. The library houses over 70,000 print volumes, periodicals and microfilms, and an expanding collection of electronic resources. Trained reference staff are available to provide research assistance. Individuals may request additional assistance by appointment, and faculty are encouraged to bring classes to the library for research instruction. The library schedules tours and group tutorials on specific databases or general bibliographic instruction upon request. Laptop computers can be borrowed from the circulation desk and used throughout the library. A printer is available for wireless printing.

The library's schedule accommodates the academic schedule of the university. A valid Misericordia University identification or library card is required to borrow library materials. The library extends borrowing privileges to Back Mountain residents and other members of the local community with participation in the Friends of the Library membership.

Archives

The Sister Mary Carmel McGarigle Archives is located on the third floor of the Mary Kintz Bevevino Library and is open to the public. The archives was created in 1990 and named for the founding archivist, Sister Mary Carmel McGarigle. The objective of the archives is to collect, preserve, and provide access to records pertaining to the history of Misericordia University (formerly College Misericordia), the university's founders the Sisters of Mercy, and the local community. The archives serves as a central resource for information collected about the diverse functions and historical records of Misericordia University offices, departments, campus organizations, and student activities. The archives contains over 1,000 linear feet of records and publications, and 50,000 photographic images. Archival collections are searchable through the Bevevino library online catalog.

The archives has grown as a result of generous donations from students, alumni, and the university community. The archives actively collects paper and electronic records, photographs, scrapbooks, publications, interviews, recordings, and other university memorabilia that support the library's mission to better serve the needs of the university community. Contact the archivist at archives@misericordia.edu or visit the Archives Home Page at www.misericordia.edu/archives for more information. There are archival displays throughout the library and in other campus buildings.

Campus Life

Misericordia University students take their total educational experience seriously. They recognize that their academic experience is richer when they participate in co-curricular and extra-curricular activities which contribute to their total development.

Athletics

Intercollegiate athletics for women at Misericordia University include basketball, cheerleading, cross country running, field hockey, tennis, lacrosse, soccer, softball, swimming, track and field, and volleyball. Men compete at the intercollegiate level in baseball, basketball, cheerleading, cross country running, golf, lacrosse, soccer, swimming, tennis, and track and field.

Members of the student body, faculty, and administration enjoy a comprehensive intramural athletic program which includes such activities as co-ed flag football, soccer, basketball, volleyball, tennis, golf, and softball.

Campus Ministry

Misericordia University is a Catholic University. As such, it offers a variety of liturgical, service, and spiritual opportunities in which all members of the community can express their religious faith and grow in their values. Persons of all faith and religious denominations find the campus ministry program a focus for religious, spiritual, social and community service activities.

In keeping with the University's Mercy tradition of justice, service, and hospitality, campus ministry sponsors a wide variety of programs that provide direct service to others. These programs offer students the opportunity to express their values and a chance to develop leadership potential. A creative liturgical program guides students in making the connection between daily life experiences and their relationship with God and humanity. Thus, the formation of personal spirituality, service to others and justice for those in need and worship become a part of an inclusive approach to spiritual development.

Campus Safety

The on-campus safety department operates 24-hours, seven days a week. All personnel are trained in basic emergency procedures such as first aid, CPR, and cardiac defibrillation. Safety officers are accessible to students and provide advice and literature to support a safe and comfortable campus for all students.

Clubs and Organizations

Over 35 chartered student clubs and organizations provide opportunities for personal, intellectual, and social development in a wide variety of student interests. These activities include such options as educational workshops, musical attractions, publications, and performing art shows, among others.

Services offered through the student activities department include leadership development programs, SOAR (Student Outdoor Adventure and Recreation) new student orientation programs, activities information, resources for programming and fundraising, a weekly bulletin, and the semester activities calendar.

Governing Boards

Student Government Association

An active undergraduate Student Government Association (SGA) is the liaison between students and faculty, and between students and administration. The SGA enables students to become involved in a decision making process which affect their governance. The SGA consists of eight executive board members.

The Commuter Council

The Commuter Council is attentive to the needs and concerns of non-resident undergraduate students. The council addresses both the academic and social aspects of college life for commuters.

Residential Facilities

The university operates seven residential facilities: Gildea Hall, McHale Hall, Alumnae Hall, McGowan Hall, an 18-unit townhouse complex, and one house off campus on Lake Street. Gildea Hall is for upper class students. Co-ed by unit, students live in three-, six-, or seven-person suites. McHale Hall, our first year area, is co-ed by floor/wing. Alumnae Hall houses both first-year and upper class residents. McGowan Hall includes standard room, double occupancy units for upper class residents. The townhouses are for upper class students and are self-contained units with kitchen facilities. They are co-ed by unit, and each houses six residents.

The environment in the residential areas is one of living and learning. A vital part of the student's total educational experiences is the relationships that develop from living and sharing with others in the residence halls. Resident students participate in making decisions affecting their environment, and are assisted by the residence life staff members who work in unison with the students to maintain an environment conducive to academic success and personal growth. Each building also offers study rooms, laundry facilities, cable television, phone services, Internet access, and recreational lounges. Rooms are furnished with beds, desks, bureaus and closets and are conveniently located to other areas of campus.

Student Communications

Students contribute to the programing and management of Cougar Radio, the campus radio station, which streams worldwide at www.cougarradio.net. The Highlander, the award-winning campus newspaper, is published by a student staff bi-weekly during the fall and spring semesters. The online version is updated weekly and is available at www.highlandernews.net, during the school year as well and is updated weekly. The literary magazine, Instress, is published each spring semester. It contains thought-provoking short stories, poetry, essays, art, photography, music, and other creative works from students and faculty.

Student Health Center

The student health center, located on the lower level of the Anderson Sports/Health Center, is directed by a registered nurse with a master's degree. The director and a part-time registered nurse function under the guidance of the university's medical physician. The health center also has one nurse practitioner on staff. Health care providers have regularly scheduled clinic hours on campus. Health care providers also are available by telephone for advice and referrals during the week. The center is open Monday through Friday, 9:00 am to 5:00 pm. If medical services are needed after hours, the student should contact their respective resident advisor (RA) who will when necessary, inform the director of the health center of the issue.

Services provided by the health care providers at the student health center are free to the student population. Prescription medication may be obtained at one of four local pharmacies. Prescription expenses, at one pharmacy, may be billed to the student's home address.

The health center is a state-of-the-art facility providing first aid, and assessment and treatment of common illnesses. Referral for more serious health conditions; temporary care until transfer can be arranged to local medical facility; residence hall visits when necessary; health counseling and education; maintenance of health records; and, assistance with student athletic insurance claims are provided at no cost to the student.

The health center requires a medical history, physical examination, and immunization records to be completed and submitted by all new, transfer and commuter students before the start of the student's first semester of attendance. It is required by PA Law that all students receive memomune (meningitis), hepatitis B, MMR 2 and current PPD immunizations prior to beginning their university career. Students enrolled in health science majors (nursing, physical therapy, occupational therapy, speech-language pathology, medical imaging, and sonography) may have additional yearly requirements as mandated by their respective departments.

Students requiring hospitalization or those afflicted with acute or long-term illness that requires several days in bed and restriction from class will be required to return to their homes at the discretion of the health care provider and director of the health center until activity and class attendance can be resumed. For the safety of all students, it is required that students diagnosed with a communicable disease (such as measles, chicken pox) will be sent home. Permission to return to campus must be provided in writing from the student's health care provider.

The health center's self-care room is designed as a teaching model to encourage independence in the student population. Brochures, educational displays and videos are available for student instruction. Limited over-the-counter medications are available free of charge.

The student health center counsels on personal issues and provides informational materials to help students assess and to participate in their own health care. This includes, but is not limited to: breast self exams, urinary tract, menstrual and gynecological problems. Counseling about anxiety over possible to exposure to STD's and/or HIV is available for men and women with possible referrals to professional counselors if necessary. Appointments with a health care provider can be arranged by calling 570-674-6276.

Additional services are also available. They include nursing assessment, treatment and follow ups; referral to specialists; arrangement of medical appointments and testing; physical exams; assistance with dispensing or injection of medication; and medical equipment for short term use (ice bags, crutches, heating pads, vaporizers, and ace bandages). Students will be billed for materials not returned to the health center by the end of the semester.

All full-time students are required annually to enroll in a university health insurance plan or provide photocopied proof of membership in their parent's health insurance plan. Information about a university health insurance plan is available at the office of the vice president of student affairs.

STUDENT HEALTH CENTER HOURS

Monday through Friday	9:00 am - 5:00pm

NURSE PRACTITIONER HOURS

Monday and Thursday	9:30am - 11:00am

CLINIC HOURS (Physician available)

Wednesday and Thursday	11:30am - 12:30pm

PHONE (570) 674-6276

Career and Placement Services

Insalaco Center for Career Development

Preparing for a successful future demands more than just obtaining a quality education. Truly successful students begin to develop career planning competency as first-year students and build upon this throughout their academic and professional lives. The Insalaco Center for Career Development provides the resources and assistance necessary to turn academic achievement into career opportunity.

Recognizing that the world of work requires life-long learning, the Insalaco Center promotes the development of short-range goals as part of long-range career plans. This approach helps ensure that students build flexibility into their career plans. The Center serves all University students and alumni with its state-of-the-art career resource library and team of professional staff. The mission of the Center is to prepare students for employment, graduate school or professional school and to manage their careers throughout their working lives.

The Insalaco Center coordinates the Guaranteed Placement Program, which is designed to connect students' academic and co-curricular learning in order to position them for success in today's, and tomorrow's, job markets.

The Center provides the following services:

- Individual career consultations
- The Choice Program for undeclared students
- Career assessment
- Non-curriculum required experiential education (shadowing, internship, externship, part-time, and summer jobs)
- Mentoring opportunities
- Graduate and professional school advising
- Employment skill development and training
- Recruitment services
- Study abroad advising
- Work-study placements on campus
- A career resource library housing hundreds of print and technical career development resources.

Special Institutes

The Diversity Institute

The Diversity Institute is an educational resource center which works collaboratively with community members to promote multi-cultural understanding and to eliminate prejudice and discrimination. Its mission is educational, and its programs have been shared with a host of area organizations.

The Ethics Institute

The Ethics Institute of Northeastern Pennsylvania, located on campus, is directed by 15 community leaders and educators who organize forums, workshops, and symposia dealing with a broad range of ethical topics. The institute also provides information and fosters open discussion of complex ethical topics.

Institute of Law and Religious Life

The Institute of Law and Religious Life, for those in leadership in Catholic religious orders, offers professional development and practical information in canon and civil law as well as new perspectives on the responsibilities of leadership.

Institute on Sacred Scripture

The Institute on Sacred Scripture relates to those of all educational backgrounds with the simplicity and elegance of the scriptures themselves. This six-day program marked its 40th anniversary in 2008. Each summer, internationally known scholars make presentations and lead discussion on biblical topics.

Undergraduate Programs

Admission Requirements

General Admission, Full-time First-year Students

Misericordia University encourages applications from those who seek a strong liberal arts base for their chosen baccalaureate education, and who present evidence of the ability and desire to pursue an academic program of study.

Candidates for general admission are reviewed on a rolling admission basis by the committee on admissions. The decision to admit a student is based on the student's intended field of study and on an evaluation of the student's qualifications. An applicant for admission who wishes to enter the first-year student class should provide the Admissions Office with the following:

1. Hard copy or electronic (www.misericordia.edu) application for admission with non-refundable $25 fee. The application fee is waived for applicants who have visited campus.
2. Official copy of the secondary school transcript forwarded to the director of admissions by the guidance department of the secondary school. The transcript should indicate that the candidate has completed, or is in the process of completing, at least 16 Carnegie Units. The transcript should include current semester courses and all pertinent information regarding the student's educational background. Students who have secured a high school equivalency diploma will also be considered for admission, and must submit a copy of their GED (General Education Development) test.
3. Test results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing (ACT) Program are generally required for admission. Waiving of test requirements is made only by written permission from the Director of Admissions.
4. A written recommendation from the high school principal, guidance counselor, or teacher is encouraged. For applicants to the occupational therapy (OT) program, two letters of recommendation and documentation of ten hours of service in an OT setting are also required. For occupational therapy and speech-language pathology applicants, a 500-word essay on their professional interested is also required.

Although personal interviews are not normally required, applicants are strongly encouraged to arrange for a personal interview and tour.

Incoming full-time students who wish to enroll at Misericordia University for either the fall or spring semester must submit a non-refundable reservation deposit of $300. Normally, reservation deposits should be made within six weeks of notification of acceptance. When needed, requests for extensions to the deposit deadline may be submitted to the Office of Admissions.

Transfer Program

Transfer Students without an Associate Degree

Misericordia University welcomes students who wish to transfer from other accredited four-year colleges or universities, or two-year junior or community colleges. Prospective full-time transfer students are encouraged to arrange an interview with the admissions office to review academic status and proposed curriculum. Prospective part-time transfer students are encouraged to arrange an interview with the Center for Adult and Continuing Education.

Prospective transfer students will be considered for admission if they have maintained a cumulative GPA (grade point average) of 2.0 or better (based on a 4.0 system). Higher GPA may be required to specific majors. Transfer students must complete a minimum of 30 credits at Misericordia University. The university will accept no more than 60 credits from any single or combination of two year institution(s). Only grades of C or better from an accredited, degree-granting institution will be accepted for transfer credit. The Registrar, however, reserves the right to award or withhold credit. GPA requirements for advancement into the professional level of individual programs vary (see individual curriculum guides for each program.) Candidates who meet the GPA requirements for general admission and who seek advanced standing for previous college work must provide the director of admissions with the following:

1. Application for Admission with a non-refundable $25 fee.
2. Official copy of secondary school transcript or GED test results.
3. Official transcripts from each college/university previously attended where credit has been earned.

Credit for course transfer will be awarded for those courses that are equivalent to ones offered at Misericordia University. Other transfer credits may be accepted as elective credit. Grades earned at other institutions are not included in the student's GPA at Misericordia University. Please refer to the section below for specific information, which applies to students transferring with an associate degree.

Transfer Students from Non-accredited Institutions

In accordance with regulatory bodies, students seeking credit for work completed at a college or university that is not accredited by one of the six regional accrediting commissions in the United States but has been licensed by a state board of education to award an associated degree or higher may have their credit accepted on a course by course evaluation completed by the university registrar in consultation with the appropriate department chair(s) .

Transferring with an Associate Degree to a Four-year Program

No student admitted to a four-year program with an equivalent major will be required to complete more than 66 credits at Misericordia University if the student has at least 60 transferable credits. Equivalent means that in the process of transcript evaluation, some courses from the associate degree can be transferred as required major courses in the four-year program to which the student is admitted. If the combined requirements of the core and major exceed 66 credits, and if the associate degree is equivalent to the intended major as determined by the registrar the following will apply:

1. Priority will be given to the major requirements;
2. In distributing other core curriculum requirements, consideration will be given to enriching the student's liberal education and complementing core equivalencies completed as part of the associate degree. In this case, determination of appropriate core courses will be done by the student's advisor in consultation with the Registrar;
3. If it is possible within the 66-credit stipulation, students may complete the core curriculum as required either directly or by reasonable substitution through transferred credit as prescribed by the Misericordia University Registrar in the course of transcript evaluation. In some cases, approved substitute courses may fulfill requirements of both core and major.
4. The addition of a double major, a minor, a concentration, change of major certification, or an area of emphasis may require additional credits be completed.

Misericordia University maintains general articulation agreements with Luzerne County Community College, Lackawanna College, Northampton Community College and Lehigh Carbon Community College, as well as the following program-specific articulation agreements:

With Luzerne County Community College

- Associate in Science Degree in General Studies to Master of Science in Occupational Therapy
- Associate in Science Degree in General Studies to Bachelor of Science in Medical Imaging
- Associate in Science Degree in Business Administration to Bachelor of Science in Sport Management
- Associate in Science Degree in Education to Bachelor of Science in Elementary Education and Special Education
- Associate in Science Degree in Cyber Security Management to Bachelor of Science in Information Technology

With Lackawanna College

- Associate in Arts in Communication Arts to Bachelor of Arts in Communications
- Associate in Science in Sport Management to Bachelor of Science in Sport Management

With Keystone College

- Associate in Applied Science in Allied Health (Radiologic Technology) to Bachelor of Science in Medical Imaging
- Associate in Applied Science in Allied Health (Nursing) to Bachelor of Science in Nursing

With Lehigh Carbon Community College

- Associate in Applied Science in Occupational Therapy Assistant to Master's of Science in Occupational Therapy
- Associate in Science in Sport Management to Bachelor of Science in Sport Management
- Computer Science Associate in Science and Computer Specialist Associate in Applied Science Degrees to Bachelor of Science in Information Technology

With Pennsylvania College of Technology

- Associate in Applied Science in Occupational Therapy Assistant to Master's of Science in Occupational Therapy

With the Commonwealth College of the Pennsylvania State University

- Associate in Science in Physical Therapist Assistant to Master's of Science in Physical Therapy

Transferring with an Associate Degree to a Five-year pr Six-year Program

Transfer students with an associate degree in Occupational Therapist Assistant (OTA) and Physical Therapist Assistant (PTA) should refer to the admissions section of the program to which they are applying, which appears later in this catalog.

Part-time Students

Students who wish to be accepted to Misericordia University on a part-time basis in either the accelerated degree program (evening/weekend); the Expressway Program at Hazleton, Nanticoke, Scranton or Tannersville; or the semester format should first contact the Center for Adult and Continuing Education for a personal interview. Curriculum requirements, relevant university policies, the process for transfer credit evaluation, and financial aid referral will be explained in detail at that time.

Although part-time students may begin their studies on a non-matriculating basis, they are expected to apply for formal admission to the university at the earliest possible date. Non-matriculated students are limited to earning 15 credits at the university unless special arrangements have been approved. Students applying for part-time admission to the university must:

1. Complete a part-time student application form. Submit a non-refundable $25 fee with the form.
2. Send two official transcripts from each college/university previously attended to the Center for Adult and Continuing Education and Community Service.
3. Send one copy of secondary school (high school) transcript (or GED) to the Center for Adult and Continuing Education if this is the first time attending college.
4. Registered nurses must send transcripts from their diploma-granting institution, as well as a copy of the RN license to the Center for Adult and Continuing Education.

Upon receipt of the application for admission, the secondary school record/transcript or post-secondary transcripts (if applicable), and the appropriate recommendations, the Center for Adult and Continuing Education and department faculty review the applicant's portfolio. Applicants are notified by mail of the admission decision usually within three weeks. Certain programs have specific requirements for acceptance. Applicants are referred to the description of programs, which appears earlier in the catalog.

Courses, which apply to the student's field of study, will be evaluated by the Misericordia University's Registrar on a course by course comparison and are subject to approval by the department chair in consultation with the registrar.

Other Undergraduate Admission Information

International Students

Misericordia University welcomes students from all nations. Students for whom English is not their first language must demonstrate language proficiency. Misericordia University's Admissions Office can help students register for the Test of English as a Foreign Language

(TOEFL), which measures listening and reading comprehension as well as written expression. Because Misericordia University does not offer English as a Second Language (ESL) programs, it is essential that the student demonstrate a mastery of the language sufficient to perform college-level work.

Home Schooled Students

Misericordia University welcomes applications from home-schooled students. To apply, home-schooled students must submit a completed application for admission with a $25 application fee (application fee is waived for visitors to campus), a copy of the SAT or ACT score and, when applicable, a copy of the high school transcript (which can be obtained through the home school association). If the applicant is not affiliated with a specific organization, the university will accept a transcript from the home-schooling parent which shows course work completed and grades achieved. A General Education Development (GED) test is not required.

Early Admission

Students who have completed their junior year in high school with an outstanding record of achievement may apply for early admission to Misericordia University.

Advanced Placement

Students who have participated in the College Entrance Examination Board college-level testing program may be granted academic credit at Misericordia University. The decision to award college credit in these cases is made by the registrar and the department sponsoring the course for which credit is requested.

Readmission

Students in good academic and disciplinary standing who have withdrawn from Misericordia University and wish to re-enroll within one calendar year of their withdrawal must notify the admissions office, the vice president of academic affairs and the chair of the academic department to which they hope to return. Readmission to the university does not automatically imply readmission to the student's former program. If a student wishes to return to the university in a different department than the one in which the student was enrolled at the time of withdrawal, the student must make formal application to that department through the admissions office.

Students who have been academically dismissed from a specific academic program but not from the university should consult academic department policies and procedures for specific eligibility requirements for readmission. The readmission process for students who have been academically dismissed from the university must include an interview with, and favorable recommendation from, the chair of the department to which the student is applying. In the case of disciplinary dismissal or a withdrawal for personal reasons, the matter will be referred to the vice president of student affairs. In all cases, readmission to the university does not imply readmission to one's former academic program.

Financial Information

Tuition and Fees

The following charges are for one semester, unless otherwise noted, during the 2008–2009 academic year.

Generally, all tuition and fees, with the exception of financial aid award amounts, are to be paid in full at the beginning of each semester/term unless special arrangements are made with the student accounts office. Interest is charged on unpaid balances.

Expenses per Semester 2008-2009

Regular Tuition	$10,995	Full-time students (12–17 credits)
Regular Tuition	$450	Part-time students per credit Full-time students who wish to take more than 17 credits will be charged for additional credits at $450/credit. Medical technology majors will be charged $225 per semester in lieu of tuition during the semesters spent in hospital practica. Those students are also assessed the general fee.
Expressway Tuition	$320	Expressway students per credit (see description of Expressway Program , page 57)
General Fee (full-time students)	$580	The general fee and its related services help to promote and enhance the educational, recreational, social, and cultural life of the student body. The fee helps to supplement the cost of class dues, student publications, student services, and student government as well as the costs associated with operating facilities available for student use such as the Anderson Sports-Health Center, the Bevevino Library, and the Banks Student Center.
Regular Campus Housing	$2,795	Alumnae Hall
	$2,795	McHale Hall
	$2,825	Gildea Hall
	$2,855	Lake Street House
Single Room	$500	Based on seniority at the time of housing lottery
Townhouse Room	$3,250	Provisions for single/private rooms are under the discretion of the Director of Residence Life Should vacancies occur in a student room, the remaining student is required to accept another roommate or be reassigned to another room. Students in suites or townhouses must maintain the stated minimum occupancy or be removed from the area. If availability permits, the Director of Residence Life may provide an option to maintain the room, suite, or townhouse below the minimum stated occupancy. When this situation

		occurs, all remaining occupants of the room, suite, or townhouse will be subject to an additional room charge of $300 beyond the rates stated above.
Board Plans	$1,925	Each plan provides the specified number of meals per semester with the added convenience of an optional amount of Cougar Points that can be used in the dining room, Cougar's Den or Mercy Hall. First-year residents may not choose the 125 or 75 meal plans. The 75 meal plan is only available to students living in theme housing or a townhouse.
265 meals	$2180	Includes $205 Cougar Points
	$2130	Includes $155 Cougar Points
	$2080	Includes $105 Cougar Points
	$2030	Includes $55 Cougar Points
190 meals	$1980	Includes $205 Cougar Points
	$1930	Includes $155 Cougar Points
	$1880	Includes $105 Cougar Points
	$1830	Includes $55 Cougar Points
125 meals	$1775	Includes $205 Cougar Points
	$1725	Includes $155 Cougar Points
	$1675	Includes $105 Cougar Points
	$1625	Includes $55 Cougar Points
75 meals	$1275	Includes $205 Cougar Points
	$1225	Includes $155 Cougar Points
	$1175	Includes $105 Cougar Points
	$1125	Includes $55 Cougar Points

Special Fees, Deposits, and Expenses 2008–2009

Graduation Fee	$150	A graduation fee is charged to students who have completed degree requirements. The fee helps to supplement costs of commencement including preparation of the facility, graduation announcements, cap and gown, diploma, pre-commencement luncheon and the post-commencement reception.
Liability Insurance	$50	For students enrolled in majors that require clinical or field experience

Orientation Fee	$200	First year
	$70	Transfer student
Parking Fines	$10	Per infraction for vehicles registered with the Misericordia University's Campus Safety Department. Unregistered vehicles will be charged $20 per infraction. Fines for illegally parking in handicapped areas are $50 per infraction. Failure to move a vehicle as instructed during times of snow removal will result in a fine of $100.
Parking Permit	$25	Annual fee
Returned Check Fee	$15	A fee will be assessed for each check not accepted and returned by the bank. Two returned checks will cause check-writing privileges to be permanently revoked.
Room Reservation	$100	Room reservation deposit is for upperclassmen only; room deposit is payable by April 15 and is applied to room charges.
Student ID	$20	Replacement of lost, stolen or unusable ID
Student Teaching Fee	$200	For Education major in teaching placements
Summer Housing	$75	Per week for students who take five or fewer credits. Summer housing is available at no cost to students who are registered for six or more credits in a non-weekend program, have signed a campus housing agreement for the 2008–2009 academic year, and who live outside of the greater Wilkes-Barre/Scranton metropolitan area. There is also no cost for students who are employed at the university for the summer and who live outside of the greater Wilkes-Barre/Scranton metropolitan area.
Transcript Fee	$7	Per transcript
Weekend College	$200	Room rental per semester
Additional Class Specific Fees		
Applied Music	$100	Students enrolled in all sections of Fine Arts 117
Medical Imaging Fee (Annual)		
Sophomore	$125	The medical imaging fee covers the cost of annual film badges as well as ID marker, name tags, program handbook, clinical log book in the sophomore year and professional liability insurance in the sophomore, junior and senior years.
Junior	$95	
Senior (Dec grads)	$95	
Senior (May grads)	$75	

Nursing Fee (Annual)

First-year	$60	The nursing fee covers the cost of annual Education Resource Inc. (ERI) testing at the Freshman, Junior and Senior levels. Junior and Senior level fees cover professional liability insurance and lab fees. Junior level fees also include charges for clinical badges and clinical kits. All levels are charged for membership in the Student Nurse Association of Pennsylvania (SNAP).
Sophomore	$35	
Junior	$375	
Senior	$285	
Post Professional Nursing	$50	Cost of annual professional liability insurance.

Occupational Therapy (OT) Fee (Annual)

First-year	$55	The OT fee covers the cost of annual American Occupational Therapy Association (AOTA) membership as well as lab fees, clinical name badge and professional liability insurance in the junior and senior years, in addition to an online exam for certification preparation in the graduate year.
Sophomore	$55	
Junior	$375	
Senior	$365	
Fifth-year	$140	

Physical Therapy (PT) Fee (Annual)

Junior	$475	The PT fee covers the cost of annual American Physical Therapy Association (APTA) membership as well as junior and senior lab fees and professional liability insurance, junior lab kit, manual and clinical name badges
Senior	$400	
Fifth-year	$135	

Sonography Fee (Annual)

First-year	$85	The Sonography fee covers the costs of name tag, handbook, clinical forms and professional liability insurance.
Sophomore	$75	

Speech-language Pathology (SLP) Fee (Annual)

First-year	$85	The SLP fee covers the cost of annual American Speech-Language-Hearing Association (ASHA) and Pennsylvania Speech-Language-Hearing Association (PSHA) memberships as well as clinical name badges and professional liability insurance.
Sophomore	$100	
Junior	$135	
Senior	$135	
Fifth-year	$135	

Release of Transcripts or Diplomas

A diploma or transcript (official or unofficial) will not be released until the student's account is paid in full. The cost for each transcript is $7 and must be requested in writing to the registrar's office.

Undergraduate Auditing

Students may audit courses at one-half cost based on full- or part-time credit charges. No credit is awarded for audited courses. Auditors are admitted to courses as space is available. Matriculating students who wish to audit a course must seek permission from the registrar.

Financial Assistance Program

For over 84 years, Misericordia University has helped students and parents afford a superior college education. Through its participation in federal and state financial aid programs, use of institutional resources and contributions by alumni and friends, the student financial services office tries to meet, as fully as possible, each student's financial need.

The university is eligible to participate in a full range of financial aid programs through the U.S. Department of Education. Eligible students may qualify for aid through the Federal Pell Grant Program, and the Federal Family Education Loan Program, as well as federal campus-based programs including Supplemental Educational Opportunity Grants, Perkins Loans, and the Federal Work-study Program.

The university participates in the nursing loan program under the auspices of the Department of Health and Human Services.

Misericordia University is also designated as an eligible institution by the Pennsylvania Higher Education Assistance Agency (PHEAA), allowing qualified students access to the Pennsylvania State Grant Program.

In general, the university offers three types of financial assistance:

1. *Scholarships/Grants:* Gift aid given directly to full-time students based on financial need or some area of achievement, such as an outstanding academic record, evidence of leadership, etc. Students do not need to repay this type of award.

2. *Loans:* Monies borrowed by students to meet educational expenses. Students and/or their families repay these loans after withdrawal or graduation. Interest is charged on loans. Interest charges vary with different loan programs.
3. *Work-study:* Employment which allows full-time students to earn a portion of the money needed to meet educational expenses.

Application Procedures

All students who wish to be considered for financial assistance must file a Free Application for Federal Student Aid (FAFSA) by May 1 of each award year. (Although the official deadline date is May 1, incoming freshmen are encouraged to submit the application as soon as possible after January 1 in order to expedite processing of financial aid notifications). No assurances can be made that funds will be available to students who apply after May 1.

The university uses the information collected on the FAFSA form to determine eligibility for university administered need-based programs, including University Mission Awards, Supplemental Educational Opportunity Grants, Nursing and Perkins Loans, and Work-study. Out-of-state students should check with their high school guidance office or state agency to determine eligibility for grant assistance from their home state.

Misericordia University no longer requires students to submit a institution specific application for financial aid to be considered for a University Mission Award (a university grant based upon financial need) Likewise, eligibility for academic scholarships are automatically evaluated by a scholarship committee with no special applications required. However, incoming freshmen must submit a McAuley Application in order to be considered for a McAuley Award (described later in this section). Outside of the FAFSA form, the McAuley Application is the only formal aid application required by the university for a student applying for grant assistance.

Veterans: Misericordia University welcomes the opportunity to provide education to veterans of the armed services. The university is approved by the Veterans Administration for the education and training of veterans.

Veterans enrolling at the institution for the first time should notify their local veterans administration office to apply for educational benefits. This application should be filed six weeks prior to the beginning of the semester. Students must contact the registrar's office to initiate the process.

Definition of an Academic Year

Financial aid is awarded for one academic year. Misericordia University defines its academic year as the period of at least 30 weeks of instructional time that begins on the first day of classes in the fall semester and ends on the last day of examinations in the spring semester. During this period, a full-time undergraduate student would be expected to complete a minimum of 24 credits.

Renewal of Aid

Academic scholarships are renewed annually provided the student maintains a minimum cumulative grade point average of 3.0. McAuley Awards are renewed annually provided the student demonstrates satisfactory academic progress.

Need based financial aid is re-evaluated and renewed each year providing the student:

- Submits a FAFSA form by May 1
- Demonstrates financial need
- Demonstrates satisfactory academic progress

Satisfactory Academic Progress Policy

To receive or continue to receive federal, state, or university financial aid, all students must meet the following progress requirements:

1. Minimum grade point average required at the end of the academic year:

First-year undergraduates	1.75
All other undergraduates	2.00

Academic scholarship requirements are more stringent. Recipients of these awards must refer to the scholarship notification letter for grade point requirements.

2. Successful completion of minimum number of credits per academic year:

Full-time undergraduate	24	credits
Three-quarter-time undergraduate	18	credits
Half-time undergraduate	12	credits
Less than half-time undergraduate	6	credits

The minimum number of required credits is based on the assumption that the student is in attendance at the same enrollment status for the full academic year. If the student changes enrollment status, i.e. full-time fall, half-time spring, the required number of credits will differ. If you have questions, please contact the Student Financial Services Office at (570) 674-6222.

3. Maximum time frame:

An undergraduate student may receive aid under most programs for 12 semesters if full-time and 24 semesters if half-time.

Any deficiencies in academic progress must be made up at the student's expense by successfully completing courses at Misericordia University or another accredited institution. Permission to take credits at another institution requires the permission of the registrar. Once the deficiency has been remedied, students must request that aid be reinstated for subsequent periods of enrollment. In the case of enrollment at another institution, the financial aid office will take into consideration the number of credits completed and the grades obtained. This financial aid policy differs from the institutional policy that accepts credits in transfer only, not grades obtained.

For purposes of financial aid, satisfactory progress is defined using the following classifications:

First year	Those who have earned between 0–29.9 credits
Sophomores	Those who have earned between 30–59.9 credits
Juniors	Those who have earned between 60–89.9 credits
Seniors	Those who have earned between 90–119.9 credits
Fifth year	Those who have earned 120 credits or above
Second degree	Students who have earned a baccalaureate degree and are pursuing a second baccalaureate degree
Full-time	Students carrying a minimum of twelve credits in a regular semester format
Part-time	Students carrying less than twelve credits in a regular semester format. Students enrolled in accelerated or weekend classes may

	carry twelve credits, but are still considered part-time
Three-quarter-time	Students carrying 9–11.9 credits
Half-time	Students carrying 6–8.9 credits
Less than half-time	Students carrying .5–5.9 credits
Non-matriculated	Students who have not been formally accepted to a degree or certificate program
Matriculated	Students who have been formally accepted into a degree or certificate program
Certificate	Students following a sequence of courses leading to an educational certificate

Right to Appeal

If a student feels that satisfactory progress was impossible to attain because of mitigating circumstances, i.e. death in the family, extended illness, etc., the student may request, in writing, a review of financial aid eligibility. This letter of appeal must be sent to the student financial services office and describe in detail the reason for failure to make satisfactory academic progress.

Additional Requirements and Rights

A student applying for aid must supply all required information as described above. The student's enrollment status is then verified, and the student financial services office will determine the student's financial aid in accordance with school policy. The student will then receive an award letter.

Aid from outside sources must be reported to the student financial services office. Such outside aid may result in a change in eligibility status.

Aid will vary according to enrollment status (full or part-time) and housing status (resident, off-campus, or commuter). Students must inform the student financial services office of any status changes after their aid is packaged. Students may request an appointment with the student financial services office to review the information that determines their aid for the year, and the amount of their financial aid package.

Students have the right to request that their aid be re-evaluated if conditions arise which change their ability to meet the expenses of their education.

Sources of financial aid are described below. More information may be obtained from the student financial services office at (570) 674-6222.

Pell Grant

This federal program provides grants that currently range from $445–$4,731 depending on financial need and educational costs. Students who have not yet completed their first undergraduate degree may apply. Application is made by completing the Free Application for Federal Student Aid.

Supplemental Educational Opportunity Grant

This federal program is available to undergraduate students with demonstrated financial need. Awards range from $200–$500 yearly depending on need, available funds, and other aid received by the student. Application is made by completing the Free Application for Federal Student Aid.

Pennsylvania Higher Education Assistance Agency (PHEAA) Grant

The PHEAA Grant is a Pennsylvania State Grant. All Pennsylvania residents are expected to apply for the PHEAA Grant. Application is made by completing the Free Application for Federal Student Aid. Eligibility and grant amounts are determined by the Pennsylvania Higher Education Assistance Agency (PHEAA). The deadline for application is usually May 1 prior to the start of the academic year for which aid is requested.

Other State Grants

Many states provide grants to their residents that may be used at colleges or universities in other states. These states include Ohio, Rhode Island, Connecticut, Massachusetts, West Virginia, Delaware, Washington D.C., and Vermont. Prospective students should contact their high school guidance office or their state higher education office to learn more about their state programs and obtain applications.

Presidential Scholarships

To demonstrate its commitment to academic excellence, the university awards financial assistance to incoming full-time first-year and transfer students who have attained outstanding academic records. All applicants are screened for scholarship eligibility upon formal admission to the university. Awards range from $1,000–$15,000 annually. Scholarships are renewable until graduation, provided minimum grade point averages are maintained. The minimum averages required for retention of the award are outlined in the scholarship notification letter.

McAuley Awards

The nature and type of activities in which a student participates in high school, including involvement in extra-curricular activities, are indicative of a student's potential success at Misericordia University. Full-time students who have served as volunteers in the community, demonstrated leadership, and have been active in extracurricular activities in high school may be eligible for a McAuley Award. These awards range from $1,000 to $5,000 and are renewable provided the student maintains satisfactory academic progress.

Legacy Grant

Children and grandchildren of Misericordia University's alumni are eligible for an annual $1,000 legacy grants: Stepchildren of Misericordia University's alumni are eligible provided they reside with the parent who is the alumnus and they are full-time students. The admissions office will screen applicants. Awards are renewable provided the student maintains satisfactory academic progress.

Mission Awards

Through its own fund raising effort, Misericordia University provides substantial financial assistance to needy students through mission awards. These awards help over 65 percent of Misericordia students meet their university costs. These awards are available to undergraduate full-time students with demonstrated financial need. Awards range from $600–$5,000 yearly depending on need, available funds and other aid received by the student. Students who receive the mission awards must maintain satisfactory academic progress and file the FAFSA form each year.

Non-Pennsylvania Resident Grants

Out-of-state students who reside on campus are eligible for non-Pennsylvania resident grants. These $1,000 awards are renewable provided on-campus residency is maintained and satisfactory academic progress is maintained.

Sibling Grants

Full-time upperclassmen whose sibling is also enrolled full-time at Misericordia University are eligible for a $1,000 sibling grant. The award is renewable provided the student maintains sufficient academic progress, and both siblings are enrolled full-time.

Federal Stafford Loan (Subsidized)

This loan program allows financially eligible full- and half-time students to borrow money to help meet educational expenses. The borrowing limits are as follows:

Year 1	0–29.9 credits earned	$3,500
Year 2	30–59.9 credits earned	4,500
Year 3	60–89.9 credits earned	5,500
Year 4	90–119.9 credits earned	5,500
Year 5	120+ credits earned	5,500
Graduate		8,500

The interest rate, which is set annually by the federal government, varies but will not exceed 8.25%. Repayment begins six months after the student graduates, withdraws, or enrolls in fewer than six credits. Repayment may extend for up to 10 years. The exact amount of loan eligibility is determined by the following formula: educational costs minus financial aid, minus expected family contribution as calculated from the Free Application for Federal Student Aid.

Federal Stafford Loan (Unsubsidized)

This loan program provides assistance to dependent students who do not qualify for a fully subsidized Stafford Loan, up to the loan limits described above. Credit worthy independent and graduate students, and dependent undergraduates who meet federal criteria may also be eligible to borrow the following amounts in addition to the borrowing limits specified for the subsidized Stafford Loan:

Years 1 and 2	$4,000
Years 3, 4, and 5	5,000
Graduate	12,000

Like the Stafford subsidized loan, repayment of principal may be deferred until after the student graduates, withdraws, or enrolls for fewer than six credits. However, interest must be paid on the loan while the student is enrolled, or capitalized upon repayment.

Aggregate Maximum Loan Limits

Dependent undergraduate students may borrow up to $23,000 in Stafford Loan funds. Independent undergraduate students may borrow up to $46,000 in both subsidized and unsubsidized loans.

Federal PLUS Loan

This program allows credit-worthy parents of full- or half-time dependent undergraduates to borrow up to the total of university costs minus other financial aid. The interest on the PLUS loan varies but will not exceed 9%. Although limited deferment provisions may be applicable to some borrowers, repayment normally begins within 60 days of disbursement with up to 10 years to repay.

Perkins Loan

This program provides low-interest loan assistance to students who demonstrate financial need. Students who properly complete the aid application process as previously described will be automatically evaluated for eligibility for Perkins Loan assistance. If eligible, the student will receive notification from the student financial services office. The current interest rate on a Perkins Loan is 5% with repayment deferred until nine months after the student graduates, withdraws, or drops below six credits. Additional provisions for deferment of repayment are available from the Student Financial Services Office.

Nursing Loan

This program makes low interest funds available to nursing majors who demonstrate financial need. The application and awarding process, as well as the interest rate and repayment terms are the same as for the Perkins Loan.

Federal Work-study

Funded by the federal government, this program provides part-time jobs for eligible students during the academic year and the summer. Jobs are available on campus and in the local community. Students must demonstrate financial need to be eligible. Whenever possible, students will be assigned jobs related to their educational interests.

College Work-study

The university maintains this work-study program through its own funding. It assists students who are not eligible to participate in the federal program, but who need to earn part of their university expenses through employment.

Part-time Jobs

Some part-time employment is available in the community for students. Students who are interested in part-time employment opportunities should inquire at the Insalaco Center for Career Development.

Refunds of Overpayments

Refunds of credit balances on student accounts caused by overpayment (either from financial aid or personal transaction) will be processed in the student financial services office within 10 days from the date on which the credit balance occurs. The 10 days gives the university time to verify the amount of refund, to check on any other charges, and to confer with the financial aid director.

Student refund requests must be approved by the director of student financial services. Students are advised to begin the academic year with sufficient funds to pay for books and living expenses until refund checks are issued.

Tuition Payment Options

Payment Policy for Part-time Students

At the time of registration, a part-time student must make arrangements for paying tuition and fees. The student may either pay for the course in full, have financial aid to cover the amount due, or participate in either the deferred payment plan or the tuition reimbursement payment plan. The details of the two payment plans are discussed below.

Tuition Reimbursement Payment Plan for Part-time Students

Students who receive tuition benefits from their employer may be eligible to participate in Misericordia University's Tuition Reimbursement Payment Plan. Generally, this payment plan permits tuition and fees to be paid up to 30 days after the issuance of grades instead of at the time of registration for the course. The requirements of the plan are as follows:

- Only part-time students are eligible.
- A tuition reimbursement letter from the employer must be on file prior to registration and must be updated annually. The letter must state the terms of the benefit.
- Students must keep the original invoice and final grades for employer verification. Duplicate invoices and grade sheets will not be issued.
- It is the responsibility of the student, not the employer, to ensure that payment is made within the 30 day period.

Students who fail to make payment within the 30 day grace period may be removed from the tuition reimbursement payment plan.

- The 30 day grace period does not apply to graduating students. Tuition and fees must be paid prior to graduation.
- Students who are receiving only partial tuition benefits must make arrangements to pay the costs that are not covered by the employer at the time of registration.

Deferred Payment Plan for Part-time Students

Misericordia University provides an option for students or parents to pay tuition, fees and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

- Only part-time students are eligible.
- A down payment of 20 percent of the total term/semester charges is required before the start of classes.
- Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations for that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
- At the close of each month, the unpaid balance will be charged a one percent finance charge.
- Students who fail to meet their deferred payment obligations will be dropped from the plan.
- Participants in the plan must sign and receive a copy of the deferred payment plan.

Tuition Payment Plan for Full-time Students

Full-time students may arrange to pay all or part of their college costs in monthly installments. A $50 annual fee is charged to cover the processing of payments. Students must be enrolled in the installment plan prior to the start of the academic year. The plan is managed by Academic Management Service, Inc., Swansea, Massachusetts. Contact the student financial service's office at (570) 674-6222 for additional information.

Credit Card Payments

Misericordia University accepts VISA, MasterCard, and Discover credit cards for payment of tuition and fees.

Finance Charge

It is a university policy that any outstanding balances will be charged a one percent finance charge at the close of the second month of the semester and each month thereafter. Finance charges are waived for the following students:

- Students enrolled in the Sallie Mae TuitionPay Program (see Tuition Payment Plan for Full-Time Students).
- Students who receive rehabilitation benefits or veterans' education benefits.
- Part-time students who participate in the tuition reimbursement payment plan.

Refund Policies

Full-time Traditional Day

When a full-time traditional student enrolled in day classes for the full 15-week semester withdraws from the university, she or he must file an official notice of withdrawal with the vice president of student affairs.

Full-time Non-traditional Day

When a full-time non-traditional student enrolled in day classes for the full 15-week semester withdraws from the university, she or he must file an official notice of withdrawal with the Center for Adult and Continuing Education.

Part-time Day and Once-per-week

If a part-time student enrolled in traditional day (15-week semester) or once-per-week evening classes (15-week semester) withdraws from the university, he or she must file an official notice of withdrawal with the Center for Adult and Continuing Education.

The percentage of charges for full-time traditional day students, full-time non-traditional day students, part-time day, and once-per week evening students is determined by the date that the vice president of student affairs or the Dean of the Center for Adult and Continuing Education receives an official notice of withdrawal.

Tuition, fees, room, and board charges will be cancelled at the following percentage rates:

Time of Withdrawal	*Amount*
First Week	100 %
Second Week	90 %
Third Week	80 %
Fourth Week	70 %
Fifth Week	60 %
Sixth Week	60 %
Seventh Week	50 %
Eighth Week	40 %
Ninth Week	40 %

No refunds of charges are allowed after the ninth week. There are no refunds on room deposits.

The student financial services office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The Federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the student financial services office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following federal return of Title IV funds formula: Percentage of payment period or term completed=the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a debit balance to the university.

If a student earned more aid than was disbursed to him/her, the university would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The university must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under this Title for which a return of funds is required (e.g., LEAP)

There will be no adjustment to federal or institutional aid after the completion of at least 60 percent of the semester. The calculation of Title IV refunds will be computed by the Student Financial Services Office.

Students who receive a refund of financial aid prior to withdrawing may owe a repayment of federal financial aid received. Students who fail to return federal funds as required will be ineligible for aid until repayment is made.

Change of Academic Status

If a student drops from full to part-time during the first two weeks of classes, adjustment to tuition charges will be made as follows:

1. The full-time tuition charges originally assessed will be reduced according to the official drop/add date defined by the Vice President of Academic Affairs Office, and by applying a percentage adjustment based on the following:

First Week	100% tuition
Second Week	75% tuition

No adjustment will be made to tuition charges or financial aid after the second week.

2. Part-time tuition charges will then be computed by multiplying the actual number of credits being taken after the drop, by the appropriate credit charge.

Part-time Accelerated Evening

When a part-time accelerated student drops a course or withdraws from the university, official notice must be filed with the Center for Adult and Continuing Education.

Tuition and other charges will be cancelled at the following percentage rates:

Prior to the second week	100%
Prior to the third week	70%
Prior to the fourth week	60%
During the fourth week	40%

No refund will be given after the fourth week.

Weekend College

When a weekend college student drops a course or withdraws from the university, official notice must be filed with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

Prior to the second weekend	100%
Prior to the third weekend	70%
Prior to the fourth weekend	50%
On the fourth weekend	40%

No refund will be given after the fourth weekend.

Expressway Program

When an Expressway student drops a course or withdraws from the university, official notice must be filed with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

Five week classes

Prior to the second class	100%
Prior to the third class	70%

No refund will be given after the third class.

Seven week classes

Prior to the second week	100%
Prior to the third week	70%
Prior to the fourth week	60%
During the fourth week	40%

No refund after the fourth week.

Summer Session I through IV

Students enrolled in summer session I and III who drop courses or withdraw from the university must file official notice with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

During the first week	100%
During the second week	70%
During the third week	50%

No refund after the fourth week. Financial aid will be adjusted according to the same policy used for full-time students.

Students enrolled in summer session II and IV who drop courses or withdraw from the university must file official notice with the Center for Adult and Continuing Education. Tuition and other charges will be cancelled at the following percentage rates:

Prior to second class	100%
Prior to fourth class	70%
Prior to sixth class	50%
Prior to seventh class	40%

No refund after the seventh class. Financial aid will be adjusted according to the same policy used for full-time students.

Administrative Regulation and Payment of Tuition and Fees

Misericordia University students are expected to pay their bills in a timely manner. The student financial services office personnel assist students in meeting their financial obligations and will discuss reasonable payment schedules in extraordinary cases. In order to assure the collection of money due the university, students with unpaid balances for tuition, fees, bookstore charges, library fines, parking fines, or any other Misericordia University approved fee or fine will be denied the following privileges or services:

1. Class registration.
2. Participation in graduation ceremonies and the awarding of diplomas. Also, seniors may be denied final exams.
3. Transcript issue.
4. Residence hall reservation privileges.

Endowed Scholarships

Individuals and businesses close to Misericordia University sponsor scholarships which are available to qualified students each year.

Eligibility criteria and award information are available in the student financial aid services office.

Academic Endowment
Louis and Barbara T. Alesi Scholarship
Geraldine Ruth Daley Anderson Scholarship
Robert S. Anderson M.D., Pre-Medical Scholarship
Art Gallery Endowment
Dr. Thomas Baker Scholarship

Francis H. Wilcheck Beisel Scholarship
Monsignor John Bendik Scholarship
Benedetti Family Scholarship
Brassington Family Scholarship Fund
Carol Flanagan Zoeller Brown Scholarship
Marita Delaney Burke '35 Scholarship
Bishop J. Carroll McCormick Scholarship
Victoria Cadwalader Nursing Scholarship
Bridget Carney Scholarship
Robert J. Clark Scholarship
The Anthony and Elizabeth Colonna and Family Scholarship
James J. Connery Scholarship
Rose and George Cook, Sr. Scholarship
Dr. Joseph and Mrs. Marion Cooper Endowed Scholarship
Rose Marie Miano Coughlin '60 Scholarship
Cronin Family Scholarship
Dallas Junior Women's Club Scholarship
Theresa Decker Scholarship
Joseph Robert and Ann Marie Conforti Doggett Scholarship
John L. Dorris, M.D. FACS Scholarship
Sharon Drasnin Scholarship
DuPont Academic Chemistry Scholarship
Dupont Academic Biochemistry Scholarship at Misericordia University
Edith Elliot Scholarship
Leslie Fay Scholarship
Fine Arts Scholarship
Jean Chorazy Fink Scholarship
Charles D. Flack, Sr. Scholarship
Catherine and Daniel J. Flood Endowment for Humanities Scholarship
Helen Barbara Fogel Scholarship
Fortinsky Scholarship
Sidney and Pauline Friedman Scholarship
Mary Elizabeth "Mollie" Gallagher Scholarship
Sr. Wilfred Gallagher, RSM Memorial Scholarship
Darlene Bender Garland '91 Memorial OT Scholarship
Gates/Milnamow Scholarship
Maria Grilli Gatta '68 Memorial Scholarship
Anna and Frank Gerold Scholarship
Frederick and Sarah Joyce Gerrity Endowed Scholarship
Catherine "Kitty" Rooney Gould '50 Memorial Award
Henry and Sylvia Greenwald Scholarship

William Randolph Hearst Scholarship

Heather Huntzinger Memorial Scholarship

The Rosenn Scholarship Honoring Father William B. Hill and Sister M. William Joseph Lydon

InterMetro Scholarship

Walter and Catherine Janasie Scholarship

Mrs. John F. Kenny Scholarship

Marie Wittman Kilgallon ’41 Scholarship

Genevieve Mullin Kimbro Scholarship

Helen McCarthy Kirk Scholarship

The Mary McDermott Klatt ’54 Memorial Scholarship

The Joan Krause ’58 Student Emergency Fund

Stanley T. Lysiak Scholarship

Dr. Louis Maganzin Scholarship

Joan W. Martin Women with Children Scholarship

Maslow Family Foundation Scholarship for Women with Children

John A. McCole Scholarship

Claire Rinkin McDonnell ’49 Scholarship

Sister Celestine McHale Scholarship

Elizabeth Grady McNamara ’41 Scholarship

Mercy Health System—Northeast Region Scholarship

Misericordia University Alumni Board Scholarship

Marian F. Jones Mitchell ’44 Scholarship

Marguerite K. Moran and Margaret C. Morrissey Scholarship

Margaret C. Morrissey Scholarship

Sister Theresa Mary Moyles Scholarship

John Mullany Scholarship

Dean and Mary Elizabeth Noll ’47 Scholarship

Jean Olash Murphy ’50 Scholarship

Charlotte Newcombe Scholarship

Helen McAndrew O‘Connor Scholarship

Sr. Miriam Theresa O‘Donnell and Family Scholarship

Madlyn Sholtis Parrish Scholarship

The Margaret C. Paye ’49 Scholarship

Penn State Geisinger Scholarship Honoring Dr. David W. Kistler, MD

Perrella Family Scholarship

Reverend John Petrasko Scholarship

John and Sharon Randolph Scholarship

Bertie Fowler Rasmussen Scholarship

Sisters of Mercy of Dallas Scholarship

Nelson F. Rodda and Rose M. Rodda Scholarship
Rosenn Family Scholarship
Rosemary A. Sigmond Scholarship
Theresa Husic Silliman '54 Alumni Scholarship
Karen Smulowitz Scholarship
Grace Jones Spain Scholarship
Margaret Husic Spengler '36 Scholarship
James M. Stack Family Scholarship
Catherine Stefanchik Scholarship
Dr. Joseph Tomasovic Scholarship
Leona M. Ulichney Scholarship
Elizabeth Richards Umphred Scholarship
Anne Louise Wittman '56 Scholarship

Annual Scholarships

Georgia Slocum Cornell Scholarship
Coughlin Family Scholarship
DuPont Academic Chemistry Scholarship
DuPont Academic Biochemistry Scholarship
Mary Louise Faber Annual Scholarship
Jean Tyrell Weinberg '52 Nursing Scholarship

Academics

A Misericordia University Education

The Trinity of Learning

An education at Misericordia University combines quality academics, professional preparation, and service leadership—our Trinity of Learning. The Trinity of Learning prepares students for a lifetime of learning and achievement.

Student Satisfaction

According to recent national surveys, 97% of our first-year students said they were satisfied or very satisfied with their university experience, compared to about 87% of students in other schools in the survey.* They cited greater contact with faculty; orientation, advisement, and academic assistance; financial aid services; computer, classroom, library, health and recreational facilities; and housing as major reasons why they felt comfortable and supported.

Part-time students and others enrolled in our adult learning programs ranked us at the top for student satisfaction, citing access to advisement, instructor effectiveness, and overall customer service.§

Undergraduate Educational Goals

In fulfillment of its mission, Misericordia University provides a learning community which prepares its baccalaureate graduates to:

1. Reflect the values of mercy, justice, and hospitality in their actions.
2. Contribute to their communities through service and leadership.
3. Consider ethical issues and values and make reasoned judgments about them.
4. Think independently and creatively, analyze information critically, and solve problems.
5. Respect and understand cultural differences.
6. Understand global perspectives.
7. Communicate and interact effectively.
8. Understand and appreciate the arts, humanities, science, and technology.
9. Succeed in their academic disciplines.
10. Pursue life-long learning.

** Noel-Levitz Center, 2005*
§ National Survey of Student Engagement, 2007 Indiana University.

Academic Policies and Procedures

Academic Advising

Students are assigned an academic advisor, ordinarily within the department in which a student is majoring. Advisors will also be assigned to students who are undecided about a major. The academic advisor is the student's liaison with other university offices. Advisors should be consulted often for guidance and advice. In addition to offering academic guidance, advisors can provide information on where to obtain and how to complete necessary forms pertaining to academics. Advisors must approve student schedules and all other academic paperwork. Students meet with advisors individually for pre-registration consultation each semester.

Academic Honors

The dean's list, which is issued at the close of each semester, recognizes students who have completed a minimum of 12 graded credit hours and have earned a grade point average of 3.55 (on a 4.0 system) for the semester. Part-time students are eligible for the dean's list after they have completed 12 credits at Misericordia University, and earn six or more undergraduate credits in a given semester. The dean's list is an award earned at the end of each semester.

Undergraduate students are awarded baccalaureate degrees with distinction for exceptional academic achievement. Honors are awarded as follows:

Distinction	Grade Point Average at Graduation
Summa Cum Laude	3.90 and above
Magna Cum Laude	3.70 – 3.89
Cum Laude	3.50 – 3.69

A student must have completed at least 60 credits at Misericordia University to qualify for these honors. The class valedictorian is determined by the full-time matriculated student with the highest cumulative undergraduate average who has completed all course work at Misericordia University with the exception of the 12 credits allowed through off-campus requests or any advanced placement credits.

Students who complete the Misericordia University Honors Program while achieving a GPA of 3.25 or higher will be awarded an honors designation (see program requirements, page 52 for a description).

Academic Integrity

Any form of cheating or dishonesty, including plagiarism, is a fundamental violation of the nature and purpose of Misericordia University. Such behavior will not be tolerated and will result in at least lowered grades, possibly failure in a class, program dismissal, and, in the most serious cases, dismissal from the university.

Plagiarism is using someone else's ideas or words and claiming them as one's own. Students who use another person's words must copy them accurately, enclose them in quotations marks, and identify the source clearly. If another person's ideas are used in a student paper, the source must still be identified and the author of the ideas given credit. Students are responsible to make sure they are using sources properly and documenting them properly.

The responsibility for maintaining personal integrity and honor in academic activities rests with the student. Each faculty member will provide information on academic integrity to students in the course outline at the beginning of the semester, including any necessary explanation of violations, possible infractions of academic integrity and the scope of sanctions, e.g., warning, lowering of the grade on the assignment or course, course failure, or dismissal from the program or university.

Should a violation of academic integrity occur, the faculty member must inform the student of the violation before imposing any sanction. Should the violation be considered serious enough to merit any grade of "D" or lower on any major assignment, or a more serious penalty, such as course failure or dismissal from the program, the faculty member must notify the vice president of academic affairs (VPAA) and supply any supporting evidence. In the case of multiple violations, the VPAA will discuss this issue with the student and may impose additional sanctions up to and including dismissal from the university. In a case where dismissal from the university is contemplated, the VPAA will consult with the faculty member, student's advisor, department chair/program director, and college dean.

In cases where the student contests the accusations of academic dishonesty, the student may file a grievance under either the undergraduate or graduate grievance procedure, whichever one is applicable.

Academic Restart Policy

Undergraduate students who have been academically dismissed or have been withdrawn for at least two academic years from Misericordia University may apply for readmission to the university one time under the academic restart policy. Readmission to Misericordia University under this policy will be granted at the sole discretion of the vice president of academic affairs. In order to qualify, a student must not have attended Misericordia University for 24 months following the dismissal or withdrawal date, or must have completed at least 12 credits approved in advance by the Misericordia University Registrar earning a "C" or better in each course. He/she will be academically advised by the registrar for at least the first semester of his/her return.

Students admitted under the academic restart policy will have their cumulative index reset to 0.00 at the time of their readmission. Courses taken and grades earned before the restart will remain on the student's transcript (permanent record), but they will be treated as the equivalent of transfer credits. Any required courses which were taken at Misericordia University earning a grade below a "C-" will not be awarded credit and will need to be retaken. Students admitted under this policy are not automatically readmitted to any given program.

Academic Standing

All students must maintain an acceptable cumulative grade point average to remain in good academic standing. Failure to do so will result in either academic probation or dismissal. Some majors have academic performance criteria which are program specific.

Cancellation of Classes

Students may call (570) 674-6311 or log onto e-MU for information regarding the closing of the university. If the university is to be closed, open for part of a day, or placed on compressed schedule because of weather or other unforeseen events, the decision will be made as soon as possible and posted on the portal and relayed promptly to local radio and television stations. Individual class cancellations are posted on e-MU by the vice president of academic affairs office as they are reported.

Change of Academic Major

Students who wish to change from one major program to another will consult with their assigned academic advisor. The student must secure approval for the change from the department chair of the major program into which the student wishes to transfer. Forms which must be completed in order to change one's major may be obtained in either the registrar's office, on e-MU, or in the Center for Adult and Continuing Education. The change of major does not take place until the appropriate form is properly executed and filed with the registrar.

Change of Name/Address

Students are responsible for notifying the registrar's office in writing of any change in name and/or address. This change will be appropriately processed throughout the university.

Change in Resident Status

Each residential student must sign the campus housing agreement. This agreement is binding for the entire fall and spring semesters and states that the student will remain in residence for the duration of this agreement. Any release from this agreement is permitted only under the conditions of academic withdrawal, dismissal, verified medical reasons or other extreme extenuating circumstances, and only with the written approval of the director of residence life. Any request for release must be submitted in writing to the director of residence life and will be evaluated on a case-by-case basis. A student wishing to leave campus housing and move home (with their immediate family) must petition, in writing, for a release from their campus housing agreement for the spring semester by December 1, to the office of residence life. Percentage of refund of room and board fees will be determined by the actual date of departure established by officially checking out and returning all keys to the residence life office.

Change of Status

Students who wish to change from full-time to part-time status are required to consult with their academic advisor and submit the appropriate form with all requisite signatures to the vice president of academic affairs office for processing. Students considering such a change should also consult with the office of student financial services for information about the implications of the decision on financial aid eligibility. Students will then be referred to the Center for Adult and Continuing Education for registration information.

Students who want to change from part-time to full-time status must address a letter to the director of admissions stating their intention.

Class Attendance

It is the responsibility of the student to be aware of the attendance policy of each faculty member in whose classes they are enrolled. It is the responsibility of the student to consult with the appropriate faculty member prior to a necessary absence to determine and confirm arrangements for make-up work.

If a student is unable to attend class, she/he is to contact the faculty member directly in accordance with the class syllabus, if applicable. Should a situation arise where a student will be missing classes for an extended period of time, the student is to contact the student affairs office secretary (674-6238) who will then notify the vice president of academic affairs office. The office of academic affairs will notify the student's course instructors of the absence. It is the student's responsibility to contact his/her instructors for information on fulfilling course requirements.

Course Repeat/Grade Replacement Policy

Students can only receive credit for a course once. Students are eligible for a maximum of five grade replacements. However, the same course can be repeated only one time for the purpose of grade replacement. The student must indicate his/her intention of replacing the old grade with the new one by filing the appropriate form with the registrar at registration. All grade replacement courses must be taken at Misericordia University. The repeated course will appear on the transcript twice. The original grade will be replaced with an "R." Only the new grade, even if it is lower than the original, will be used in calculating the student's grade point average (GPA). A directed study may not be used as a grade replacement without the permission of the chair of the department offering the course and the approval of the college dean.

If a student has grade replaced a course and receives a second unacceptable grade, and is required to pass the course to achieve the degree, he/she may request the opportunity to take the course a third time. This must be approved by the department chair of the program offering the course. The second unacceptable grade will remain on the student's transcript and be calculated into the student's GPA.

Once a student has graduated, the student's record prior to graduation is not subject to change through this policy.

Contract Learning

Two types of contract learning are available at Misericordia University: (1) directed study and (2) independent study. Student must be formally admitted to the university to register for contract learning. A student can earn no more than 15 credits via the contract learning option. A maximum of six contract learning credits may be carried in a semester. Contract learning (either independent study or directed study) will be delivered to the student at no additional cost above the regular tuition fees.

Credit Load Full-time

A Misericordia University Baccalaureate Degree requires a minimum of 120 credits. A maximum semester load is 17 credits. Students who wish to take 18 credits in one semester must have a minimum GPA of 2.75, or the approval of their academic advisor. Students who wish to take 19 or more credits must also receive written permission from their college dean prior to registration. Students will pay an additional per credit charge for every credit taken over 17 (see tuition and fees). No student may take more than 21 credits in one semester.

Credit Load Part-time

Ordinarily, students who are classified as part-time may take no more than 12 credits in any combination of traditional, accelerated, or weekend formats in any one semester period while being charged the per credit tuition rate.

Directed Study

When a student must take a specific university course in a given semester but it is not part of the offerings in that semester, the student may petition for a directed study. Students may apply for directed study only in exceptional situations. Students may not use a directed study to repeat a course. Students who wish to apply for a directed study must have at least a 2.5 GPA.

A student interested in this option must first discuss this possibility with his/her advisor, and then approach the appropriate department chairperson and college dean sponsoring the course under consideration. If the contract is approved at that level, the student will approach the appropriate faculty member to determine his/her availability. Faculty retain the right to decline a request for a directed study. Final approval of this arrangement is made by the Vice President of Academic Affairs. A written contract is required between the instructor and the student. The minimum number of times that a student and instructor are to meet will be included in this contract. Copies of the contract are to be forwarded to the Vice President of Academic Affairs, the student's advisor, the instructor, and the registrar. The student must register prior to the beginning of a semester for a contract learning directed study. Ideally the contract should be completed during the previous semester. Students will be expected to assume the majority of responsibility for actually writing the contract. Forms are available in the offices of the registrar, Center for Adult and Continuing Education, and online.

Drop/Add

Students should consult the academic or adult education calendars for the dates of the drop/add period, during which time schedule changes may be made with the Registrar. Drop/add forms are available in the registrar's office, the Center for Adult and Continuing Education, and online. The drop/add form must be signed by the student's advisor before it may be processed. Drop/add is not official unless the form is received and processed by the registrar or the Center for Adult and Continuing Education during the drop/add period.

Family Education Rights and Privacy Act (Buckley Amendment)

Misericordia University adheres to the rights accorded to students with regard to their educational records as set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974 and as subsequently amended. Educational records are all records that contain information that is directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. This federal legislation protects the confidentiality of students' educational records. It also affirms the student's right to inspect the contents of his/her educational records, to seek to have the records amended, and to have some control over the disclosure of information from the records. Educational records are maintained in the offices of the registrar, student financial services, financial aid, academic departments and/or advisors.

Misericordia University reserves the right to release “directory information” as defined by FERPA. The university releases the following directory information: name, class, hometown and state, major field of study, participation in officially-recognized sports, degrees, awards and honors achieved in the curricular and co-curricular life of the university, the most recent previous educational institution attended by the student, and individually identifiable photographs of the student solicited by or maintained directly by Misericordia University as part of the educational record.

A full copy of the university policy with regards to FERPA and forms for consent to release and request to withhold release of directory information are available in the registrar's office. Students have an opportunity to complete these forms during the check-in process every fall and may request in writing to release or withhold specific information annually. This policy is subject always to the provisions of the Family Educational Rights and Privacy Act of 1974 and as subsequently amended.

Grading System

The grade point average (GPA) is computed by dividing honor points earned by credits attempted. Any courses failed will be charged as credits attempted through the final calculation of a student's grade point average. A minimum of a 2.0 cumulative grade point average both overall and in the core curriculum is required to graduate with a baccalaureate degree.

Some majors require a higher cumulative grade point average for graduation and program retention. Students should consult individual academic program descriptions for major requirements.

Grades		*Honor Points Per Credit Hour*
A		4.0
A–		3.7
B+		3.3
B		3.0
B–		2.7
C+		2.3
C		2.0
C–		1.7
D		1.0
F		0.0
I	Incomplete	0.0
AU	Audit	Not calculated
W	Withdrawn	Not calculated
IP	In progress	Not calculated
S	Satisfactory: pass	Not calculated
U	Unsatisfactory: fail	Not calculated

Please note the following implications of this grading system:

1. A grade of "W" is given to students who withdraw prior to the end of the withdraw period. As noted in the university calendar, no academic penalty is incurred. Withdrawal forms may be obtained from the registrar's office or online. The date on which the form is received by the registrar's office is considered as the date of withdrawal. The tuition refund and grade assignment are based on this date (see refund policy).
2. If a student does not officially withdraw from a course and ceases to attend it, a grade of "F" is incurred, except in extenuating circumstances.
3. It is the responsibility of the undergraduate student to contract with the instructor in writing to apply for a grade of incomplete "I." An "I" must be removed within six weeks

after the end of the semester or an earlier date determined by the faculty member and agreed upon by the student or the incomplete becomes a grade of “F.”

4. Incomplete Grades for Graduate Program

   The grade of “I” will be issued only for those courses in which a student has not completed the necessary requirements for graduate courses (500 and 600 level courses) because of extenuating circumstances.

   Should conditions arise that prohibit the student from completing required course assignments by specified due dates, the student must negotiate with the course professor for a grade of incomplete (“I”). The student must contact the course professor and file an incomplete contract grade form with the professor at least two weeks prior to the date semester grades are due to the registrar. The form is signed by the student and the faculty member and a copy is retained by the student. The course professor has the right to determine the length of time for completion of the course requirements within the maximum time limits allowed. The grade of “I” must be removed within a maximum of one semester or the “I” automatically becomes an “F.”

   Emergencies may arise which do not allow a two-week notice. In that event, the student must petition the Vice President of Academic Affairs who will, in turn, inform the course faculty involved.

   A grade of “IP” (In Progress) will only be issued for profession contribution courses. The “IP” must be removed within a maximum of one calendar year or the “IP” automatically becomes an “F.”

   Note: A student who will be negotiating a grade of “I” or “IP” must obtain an incomplete contract grade form from the registrar’s office or online.

5. Pass/Fail grading is limited to those courses designated in the university catalog to be on a S/U basis. The letter grade of S (satisfactory) or U (unsatisfactory) will be assigned to these courses. S and U grades are listed on the transcript but are not calculated in the grade point average. Credits for these courses are not included in the 12 graded credit hours required for the dean's list.

Graduation Requirements

The minimum number of credits required of a baccalaureate degree from Misericordia University is 120 credits. To obtain a baccalaureate degree a student must complete the minimum hours of credit required by the declared major program even if that number exceeds 120 credits. A transfer student must complete a minimum of 30 credits at Misericordia University for any given degree. That number may exceed 30 credits contingent on the number of total credits a student needs to meet degree requirements. Students should consult individual program descriptions.

A degree application form, available from the registrar's office, must be completed in the year of graduation by the student and advisor. This form is to be submitted to the registrar's office during the fall semester prior to spring graduation. All bills must be paid in advance for a student to be eligible to graduate. Failure to do so in a timely manner many delay the date of receiving a diploma.

Only students completing all academic requirements in May or August will be permitted to process in the May ceremony of that same year. Example: Students completing all requirements in May or August 2007 will be eligible to walk in the May 2007 ceremony. Students completing all requirements by December of 2007 will be eligible to participate in the May 2008 ceremony.

Independent Study

Independent study is the special investigation of a selected topic. It may be undertaken by a junior or senior student whose academic requirements cannot be met by regular catalog offerings. Only elective credits may be used for independent study. Depending on the depth and scope of an independent study, anywhere from one to six credits may be earned (determination of assigned credits is made by the appropriate department chair and faculty member).

Students who wish to apply for an independent study must have at least a 3.0 GPA. The student must have demonstrated the ability to pursue independent work. To apply for independent study, students must (a) define the topic or issue to be pursued; (b) discuss their plan with their advisor; (c) contact the chairperson of the appropriate department/program to request approval of their proposal; (d) if the independent study is approved, the student will approach a faculty member in the department that sponsors the independent study to serve as a mentor. Faculty are free to choose whether or not to mentor a student for independent study.

Part of the intent of an independent study is to foster self-directed learning. Therefore, after a student has specified the content area to be studied and has diagnosed his/her learning needs, the faculty member and student will jointly negotiate course objectives; learning resources and methodology; and procedures for evaluation. The minimum number of meeting times will also be specified. A written contract, which includes these areas, is to be drafted and signed by the faculty member and student. Copies are to be forwarded to the vice president of academic affairs, the student's advisor, the mentor, and the registrar.

Independent work is not governed by the academic calendar. A project may be started and ended at any point during the semester. Students should register for an independent study when their work is initiated; if the project extends beyond the end of a given semester, an in progress (IP) can be issued.

Independent study application forms may be obtained from the offices of the registrar, the Center for Adult and Continuing Education, and online.

Intellectual Property

Misericordia University supports the development, production, and dissemination of intellectual property by members of its community. For those members of the community interested in creating intellectual property as part of their work or learning experience, please be advised that the University's Intellectual Property Agreement can be found at:

http://www.misericordia.edu/misericordia_pg_sub.cfm?sub_page_id=1107&subcat_id=114&page_id=389

Off-campus Courses

Off-campus courses are defined as those not sponsored by Misericordia University or by our consortium partners, King's College and Wilkes University (see Consortium Programs, page 53). Students may complete a maximum of 12 credits in approved off-campus courses, of which no more than six credits may be in core courses.

Once matriculated at the university, transfer students may not transfer more than six additional credits in approved off-campus courses, of which no more than three credits may be in the core. A student who has completed 60 credits of academic work, whether on campus or in transfer, must take all additional transfer credits at an accredited four-year institution.

All off-campus courses must be evaluated and approved as to their equivalency to Misericordia University courses. This determination will be made in consultation between the department chair in the discipline which sponsors the course at Misericordia University and the registrar.

Off-campus course approval forms are available in the registrar's office or online.

Probation/Dismissal

The academic status committee meets each semester promptly after grades are run to deliberate the standing of students relative to the probation/dismissal policy. Academic probation is the automatic and minimum penalty for failing to maintain an acceptable cumulative grade point average. Students failing to maintain an acceptable grade point average are also subject to dismissal from the university.

Acceptable Cumulative Grade Point Average:

12 to 23 credits	1.75
24 to 37 credits	1.90
38 credits and above	2.0
Transfer students	2.0

Students will also be placed on academic probation for failure to maintain an acceptable cumulative grade point average in courses taken to fulfill the core curriculum requirements. Students who have attempted 30 credits or above will be placed on academic probation if their cumulative grade point average for core requirements is below 2.0.

Students on academic probation are required to carry a restricted academic load. A student on academic probation is prohibited from representing the university in any official capacity. This prohibition includes, but is not limited to, holding an elected or appointed office or seat in student government, or on the executive board of student government, serving as a resident advisor, or participating in intercollegiate athletics. Furthermore, students may have their participation in non-prohibited extracurricular activities curtailed if in the judgment of the academic status committee such activities interfere with their academic performance.

Academic probation will begin with the first class meeting of the semester (Fall, Spring or Summer) following the decision to place a student on academic probation. Students who are placed on probation will normally have one semester to raise their cumulative grade point average to 2.0. Failure to make satisfactory academic progress will result in academic dismissal. Students who have been removed from academic probation must maintain a 2.0 (GPA) status throughout the remainder of their academic program. A student who is academically dismissed will not be permitted to attend classes on a non-matriculating basis.

Registration

All registration will be done online by current class status. Students must make an appointment with their advisor to approve course selection prior to registration. Students should check their status on the portal and resolve any conflict with the registrar's office prior to registration.

Second Degree

Students who wish to obtain a second baccalaureate degree may do so if they meet the following conditions:

1. The student must be officially admitted into the major program in which the second degree is desired.
2. The student must meet all of the curriculum requirements of the second degree.
3. The student must complete a minimum of 30 credit hours in addition to the credits taken in the first degree program.
4. For the purposes of a second degree, the core curriculum is waived with the exception of those courses required for the major.

Second Major

Graduates of Misericordia University who wish to return for a second major may do so by completing only the requirements necessary for the second major. The Registrar will post a statement on the official transcript stating "requirements completed for a second major in ...." Student cannot declare second majors in Interdisciplinary Studies or Professional Studies. See individual department policies regarding standards for second majors.

Students with Special Needs

The university, through the dean of students and the Alternative Learners Project (ALP), coordinates its efforts to integrate students with disabilities into all areas of campus life. All academic support services/accommodations needed for classroom/clinical/field experiences are coordinated through the Alternative Learners Project and the dean of students. Services from the ALP are provided based on receipt and acceptance of specific documentation requirements.

The dean of students, whose office is located in the Banks Student Life Center, coordinates all non-academic services. Should a student with a disability feel that he/she is a victim of discrimination based on ability, he/she can file a grievance through the dean of students office.

Misericordia University does not discriminate on the basis of disability in admission to its programs, services, in access to them, in treatment of individuals with disabilities or in any aspect of their operations. The university also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints or requests for additional information regarding the ADA and Section 504 may be forwarded to the Dean of Students who is the designated ADA and Section 504 compliance coordinator.

This notice is available from the ADA and Section 504 compliance coordinator in large print, on audio tape and in Braille.

Undergraduate Academic Grievance

The university provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies or about unfairness in the application of policies.

In all cases, formal grievances must be filed and resolved within one semester of the occurrence of the event being grieved. Summer enrollment period is considered as a semester.

A student who has a grievance must attempt to resolve it by using the following procedures:

1. Prior to initiating a formal grievance, the student must attempt to resolve the matter on an informal basis by speaking to the person with whom the complaint rests.
2. If unable to reach a resolution, the student must discuss the matter with the department chair who supervises the person against whom the complaint is lodged to attempt to resolve the matter.
3. If the matter is not resolved at that level, the student proceeds to the dean of the college in which the grievance resides.
4. If the matter is not resolved at that level, the student proceeds to the Office of the Vice President of Academic Affairs where a formal grievance may be filed.

To initiate the formal grievance process the student informs the Vice President of Academic Affairs in writing of his or her intent to seek formal redress through the grievance procedure, indicating the nature of the complaint.

Within 14 calendar days of receipt of the written complaint, the Vice President of Academic Affairs will convene the academic grievance committee and provide the chair of the committee with the student's statement of complaint. The academic grievance committee is composed of one administrator and one faculty member appointed by the Vice President of Academic Affairs, and the academic affairs coordinator of student government.

At least two days in advance of the hearing, the chair of the committee will notify the grievant and the individual charged with the complaint of the date, time and place of the hearing, the specification and nature of the complaint, and the composition of the committee.

The grievance hearing is an internal review and, as such, shall be private. The grievant may be assisted by a faculty representative. However, persons external to the university shall be excluded. The use of outside counsel is prohibited.

Both the grievant and the person being grieved have the right to be present when charges and evidence are presented to the committee, and to provide evidence in support of their respective positions. Committee members may question witnesses to evaluate all the relevant facts of a given case. Witnesses shall be excluded except for the period of their questioning.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision; the report may include any dissenting opinions. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee's report and recommendation shall be forwarded to the Vice President of Academic Affairs within 10 calendar days of the hearing. The Vice President of Academic Affairs will make the final determination and formally advise the parties involved in the grievance. Penalties for violations of the university's academic integrity policy range from a warning to dismissal from the university. The university reserves the right, depending upon the severity of the conduct, to dismiss a student for a single violation of the university's academic integrity policy. In cases where a student previously has been found to have violated the university's academic integrity policy, for which he/she received a penalty less than dismissal from the university, and the student is subsequently found to have violated the policy once again, the Vice President of Academic Affairs may take more severe action for the subsequent violation than that previously imposed for the prior violation(s), up to and including dismissal from the university.

Students who wish to grieve circumstances that prohibit immediate continuation in a program or in a sequence of courses (e.g. dismissal from a program or a failing grade), will not be permitted to sit in on program or sequenced courses unless and until the grievance is favorably resolved. Under such circumstances, the student must file a grievance immediately upon receipt of the grade or of the dismissal notification. An expedited grievance process is then followed, and the process must be completed before the end of the Add Period.

Withdrawal from the University

Students who wish to withdraw from the University must go to the Coordinator of Retention Management Office, located in the Learning Resource Center, Alumnae Hall to begin the withdrawal process. Generally, students who are in good academic standing both in their program and institutionally at the time of withdrawal, are granted a period of up to one calendar year from the time of withdrawal to return to the institution. In extraordinary circumstances, students may request an extension of this time period. Requests for an extension must be submitted in writing to the coordinator of retention management who will consult with the appropriate department chairs.

This policy does not bind the institution to offer the student's curriculum or major program, which may have been discontinued or substantially altered during the period in which the student was not enrolled.

The following must be completed before an official withdrawal can be granted:

- Return books to the library.
- Return residence hall keys to a member of the residence life staff.
- Return parking permit, student ID, and mailbox key to the coordinator of retention management.
- Clear student balance in student financial services, located on the 1st floor of Mercy Hall
- Complete withdrawal form and exit interview.

The date of withdrawal will be determined by the completion of the above. That date will determine if any refund of tuition is warranted. Cancellation of charges will depend on the date that the withdrawal is official (see refund policy).

Withdrawal from a Course

A student may withdraw from a course from the end of the fourth through the eighth week of the semester (see academic calendar for specific date) only with the signatures of both the instructor and the student's academic advisor(s). A grade of "W" will be issued for the course at that time. A student may withdraw from a course for medical reasons, supported by a written excuse from a physician, or for other serious circumstances, approved by the Vice President of Academic Affairs in consultation with the course instructor.

The student is responsible for initiating the withdrawal process by obtaining a withdrawal form from the registrar's office, having it signed by the appropriate personnel, and returning it to the registrar's office within the eight week period described above. A grade of "F" will be assigned by the instructor and recorded for all courses in which no official withdrawal has been completed by the student.

Note: Students taking classes exclusively on weekends may contact the Center for Adult and Continuing Education for assistance in completing these requirements.

Special Programs

Alternative Learners Project

Students with disabilities may apply to participate in the Alternative Learners Project. The ALP is a structured program that provides selected students with an assortment of specialized services. Services include learning strategies training, support from a program coordinator and educational accommodations. Accommodations are provided through individualized programs of accommodations (POA), which establish services to be provided during the semester. Information is available from the admissions office or from the Alternative Learners Project Staff. Students participating in ALP will be charged a fee of $500 per semester.

First-Year Experience

The First-Year Experience (FYE) Program at Misericordia University provides students the opportunity to acclimate to the university experience. Through weekly classroom workshops in the first semester, all first-year students will explore topics such as: the charisms and the work of Sr. Catherine McAuley; ethical behavior and academic integrity; information literacy; Misericordia University's Guaranteed Placement Program (GPP); and, advising and registration. FYE sections are divided by college to allow students an opportunity to apply time management, test-taking and other study skills to their coursework. In addition, each student receives focused instruction to develop skills needed for particular areas of study. FYE also provides first-year students with an opportunity to develop a support network consisting of fellow students, student service personnel, and faculty.

Honors Program

The honors program is an interdisciplinary community of undergraduate students and faculty working together to create an intellectually stimulating and challenging environment for learning. Honors students take a common sequence of core curriculum courses, participate each semester in the Honors Explorations Seminar, and produce a professional quality paper or project as part of the Honors Capstone. The honors program also sponsors a variety of extra-curricular programs, such as travel to local and regional historical venues and cultural events, opportunities for presenting original research, and participation in conferences sponsored by the National Collegiate Honors Council and other colleges and universities. Program-related decisions are made and activities are planned with input from both honors faculty and students. Honors students also receive recognition on their transcript, at university awards ceremonies, and at commencement.

The academic portion of the honors program consists of three components. The first is an alternative 36-credit core sequence in the humanities and social sciences. All students must complete a core curriculum, but honors students take humanities and social sciences classes with a special emphasis on written responses (science and math requirements are taken as part of the regular core). Honors classes are not necessarily harder, but approach course material in different ways. They tend to be small and interactive, emphasize discussion and critical analysis, and use primary sources in addition to textbooks. Additionally, honors courses are interdisciplinary, linked by common principles and ideas. All honors core courses are listed as “Section 07” in each semester’s schedule of classes. In combination they include: two semesters of English, fine arts, history, philosophy, and religious studies, plus one semester of psychology and either sociology or economics. Elective honors courses in math, science, and the health sciences also may be offered.

The second academic component requires student participation in the non-credit Explorations Seminar (HNR 300), which meets three times per semester. Within this seminar, students and faculty together explore a theme or topic that often relates to issues being explored in the honors courses. While the seminar may take different forms, such as a debate, a roundtable, or a guest lecture, it always involves discussion among students and faculty.

The final academic component of the program is the Capstone Project (HNR 401) in which students create a professional-quality project that advances their research and presentation skills. Students develop their projects after a process of self-directed research and writing under faculty guidance. The final projects are presented in a public forum to the university community and published in the honors journal *Honorus*.

Students are admitted to the honors program by application only. Admissions decisions for first-year students are based on high school academic record, involvement in extra-curricular activities, evidence of intellectual curiosity, and overall “fit” with the program. Application materials may be requested by any qualified, interested high school senior. In addition, current and transfer students can determine their eligibility for admission to the program by contacting the program director. To remain in the honors program, students must maintain a 3.0 GPA in their first and sophomore years, and a 3.25 GPA subsequently.

All honors courses are open to non-honors first-year students and sophomores with a 3.0 GPA or higher, and to juniors and seniors with a 3.25 GPA or higher, with the professor's approval and assuming space is available.

Act 101 Program

ACT 101 is a Pennsylvania state grant funded program that provides academic and personal support to qualified students. Its primary goal is to assist students in developing strong academic skills, leadership potential, and positive study habits. Services provided by the program include academic support; peer tutoring; professional tutoring; personal counseling; peer support; leadership development; workshops; and career exploration. The ACT 101 Program is located in the Learning Resource Center, in the lower level of Alumnae Hall.

Early Alert

The Early Alert Program is a referral process used to enhance the retention of our students. Faculty, staff, students, or parents who are concerned about a student submit referrals to the Coordinator of Retention Management for intervention assessments. After the initial assessment, the student will be directed to the appropriate service (i.e., academic support, tutoring, personal counseling, Insalaco Center for Career Development, writing/math labs, minority mentoring, etc.).

TARGET

TARGET is an academic support program sponsored by the Learning Resource Center. Designed for first-year students who are placed on academic probation after their first semester, TARGET is a required, semester-long intervention program. Students enrolled in TARGET will attend a variety of workshops and small group meetings designed to explore and address both the academic and affective behaviors that contributed to their placement on academic probation. In addition to workshops and small group meetings, students will work with a learning specialist and peer learning assistants who will help them develop effective study and time management skills. The peer learning assistants also serve as tutors for the students enrolled in the program.

Consortium Programs

Students at Misericordia University may register for courses at King's College and/or Wilkes University in Wilkes-Barre, if those courses are not part of Misericordia's curricula. The program is reciprocal. Full-time students in good academic standing who meet specific course prerequisites are eligible. Ordinarily, cross registration is available only to juniors and seniors who have received permission from their major department to participate in the program. Cross-registered courses are considered part of a student's regular course load; no additional tuition fees are charged and courses carry full academic credit and grade value.

Study Abroad Programs

Misericordia University works with a multitude of study abroad programs across the country. Students may choose to study abroad for one or two semesters, normally in their junior year. Students must consult with their academic advisor regarding courses and number of credits to be taken at the institution abroad. Students who wish to use courses taken abroad to satisfy specific course requirements at Misericordia University, whether in the core or the major, must secure the approval in advance of the appropriate department chair. For more information, contact the Insalaco Center for Career Development.

All study abroad credits are treated as transfer credits. Students planning a study abroad experience must consult with the director of financial aid to determine appropriate financial responsibility.

Tutorial Assistance

Misericordia University offers a variety of tutorial options to assist students in achieving academic goals. Individual and group tutoring is provided in most core curriculum courses and some professional courses. Professional staff is available to assist those students who wish to improve their study skills. Tutorial services are provided by the Learning Resource Center which is located in the lower level of Alumnae Hall. All tutorial services are free of charge.

Air Force ROTC

Through cooperative programs with Wilkes University, Misericordia University students can take part in Air Force Reserve Officers' Training Corps. The Air Force ROTC program is based at Wilkes University. Students who participate in ROTC at this institution do so without penalty to their full-time academic status at Misericordia University. Free elective courses are awarded by the University for ROTC participation. Tuition for ROTC courses is paid directly to the institutions offering the programs. More information about ROTC may be obtained from the registrar.

Army ROTC Military Science

Misericordia University offers students the opportunity to participate in Army ROTC at King's College in nearby Wilkes-Barre through the Northeast Pennsylvania (NEPA) Reserve Officer Training Corps Battalion. The NEPA Army ROTC Battalion continually ranks in the top 10% of all ROTC programs nationwide and was ranked third in the eastern United States Army ROTC region in 2006. The NEPA Battalion has recently celebrated fifty years of commissioning outstanding officers for America's military. Students who participate in this program do so without penalty to their full-time academic status. The University awards free elective credit for participation in any ROTC course. Any Misericordia University student may participate in any ROTC basic course program for two years without cost or obligation.

The primary objective of the Reserve Officer Training Program is to develop leadership capabilities in students and to train future officers for the active Army, US Army Reserve, the Army National Guard as well as leaders for the civilian community. The Army ROTC program can be tailored to fit any student's schedule, particularly in the freshman and sophomore years. Military science instruction is offered at King's College campus with two, three and four programs of study leading to a commission as an officer in one of the three components of the United States Army. To be commissioned as a second lieutenant, students must pass a physical examination and complete the two, three, or four-year program of military science courses. Students normally take one course per semester during their normal four-year course of study although there are numerous means to meet each student's academic needs.

All students receiving ROTC scholarship benefits as well as sophomores, juniors and seniors that are contracted with the Army receive a monthly stipend. The stipend starts at $300 per month during their freshman year, increases to $350 during their sophomore year, $450 during their junior year and $500 during their senior year. The stipend is paid directly to the student each month that they are in school. The military science department provides all uniforms, equipment and textbooks required for the classes at no cost to the student.

In addition to academic classes, students may also participate on a voluntary basis in many additional training opportunities such as physical training and hands-on equipment training each week. Each semester there is a military social event and at least one optional weekend training session that includes such events as military marksmanship, cross country orienteering, military rappelling, leadership application courses and obstacle/confidence courses. During breaks and vacations students can volunteer for active army training such as military parachute operations, helicopter operations, military mountain climbing and training with active army units in the United States and overseas. There are also numerous academic internships with state and federal agencies available through Army ROTC. All training is cost free to the student and students are paid for some summer training courses.

The ROTC program consists of two primary programs, the basic course normally given during the freshman year and sophomore year consisting of MIL 211/212, MIL 221/222 and MIL 251/252. The advanced courses normally taken during the junior and senior years consists of MIL 231/232, MS 241/242, and MS 251/252. MIL 100 Physical Fitness Training is encouraged for all students participating in Army ROTC.

Students who have completed basic training in any U.S. service may qualify for placement into the advanced course. Additionally students who have not completed the ROTC basic course may qualify for the advanced course by attending a paid four week long leadership training course conducted each summer at Fort Knox, Kentucky. Freshman and sophomore students can compete for two, two and one half, and three year ROTC scholarships that pay up to full tuition and fees per year and $1200 per year for books. Special nurse, Army National Guard and Army Reserve Scholarships are also available.

The Army will commission successful graduates as a second lieutenant with a starting salary of over $33,000 per year plus medical and dental benefits as well as 30 days paid vacation per year.

For more information on the Army ROTC program at Misericordia University contact the Military Science Department at 570-208-5900 ext. 5305 or ext. 5301.

Military Science Course Descriptions (MIL)

100 Physical Fitness Training — 1 credit

U.S. Army Master Fitness trainers supervise a comprehensive fitness program based on the latest military fitness techniques and principles. The classes are conducted on Mondays at the King's College Scandlon Fitness Center and are one hour.

211/2 Concepts of Leadership I & II — 1 credit

Instruction focuses on providing a basic understanding of the Army and general military knowledge and skills while concentrating on leadership skills and civic responsibilities important to everyone. Classes are one hour each week.

221/2 Dynamics of Leadership I & II — 2 credits each

Instruction is designed to familiarize students with basic military leadership at the junior leader and immediate supervisor level. Classes are two hours each week.

231/2 Basic Military Leadership I & II — 2/1 credits

Instruction focuses on continued leadership development. Students are trained and evaluated on developing, managing and presenting training to the MS I & II cadets. The goal of the MSIII year is to prepare students for the National Advanced Leadership Camp. Classes are two hours each week. Prerequisite: Advanced placement credit.

241/2 Advanced Military Leadership I & II — 2/1 credits

Instruction focuses on teaching students to function as a member of a staff and continue to develop leadership skills. This course covers public speaking, military briefing, effective writing as well as training management and administrative and logistical support. Classes are two hours each week.

251/2 Leadership Application Laboratory no credit

This class focuses on hands-on application and reinforcement of classroom instruction as well as teaching weapons, first aid, land navigation and tactical leadership. This class meets at various locations in the Wilkes-Barre/Scranton area for two hours each week and is highly encouraged for students in the basic course and is required for students in the advanced course.

Center for Adult and Continuing Education

Misericordia University offers a variety of educational options for non-traditional students: those students who attend part-time, those who did not go to college right after high school and those with some prior college experience.

The Center for Adult and Continuing Education is sensitive to the alternative needs of students with families, full-time jobs, or both. Evening classes are held every semester and during the summer. Many non-traditional students find weekend, accelerated evening and online classes convenient. All of the university's academic and student services facilities are available to students. Similarly, such students must comply with the university regulations. The adult learner can access a variety of academic and support services including individualized academic assistance; SIGI PLUS, a computerized career guidance system to help students determine vocational paths that best suit their work values, interests and abilities; periodic workshops on topics such as study skills, job search, and interview techniques; free tutoring; and a variety of credit options outside of the classroom (see Credit Option Outside the Classroom).

Flexible Schedules for Adults

Part-time Day and Evening

Flexible scheduling enables many students to work towards a degree without giving up full-time work or family care. The Center for Adult and Continuing Education is open while students are on campus, including weekends and evenings.

Accelerated Evening Classes on Campus

The accelerated evening classes are designed for part-time adult learners who must balance family and career responsibilities while pursuing their education. Classes meet in "terms" which consist of seven Monday or Thursday evenings (5:40 pm–9:40 pm). Two terms per semester are offered. Students may take up to two classes per term, which allows them to accelerate their course load.

Expressway

Expressway: Misericordia University at Luzerne County Community College (LCCC), Nanticoke and Hazleton Campuses; Northampton Community College (NCC), Monroe Campus; and Lackawanna College (LC) in Scranton

The Expressway Program is an accelerated, bachelor's degree completion program designed for students who have an associate's degree or equivalent and at least three years' work or relevant life experience. Classes are held at LCCC in Nanticoke, Hazleton, NCC in Tannersville, and LC in Scranton one evening per week. Classes are also held in Nanticoke every third Saturday. Online classes also are available. Classes are scheduled in five-week or seven-week formats. Students can earn up to 12 credits in a 15-week semester. This program is also available for students who want to earn a second bachelor's degree or a certificate.

Expressway faculty are professionals within a field of expertise and have been carefully selected and trained to facilitate adult learners in this innovative learning environment. For further information contact the Center for Adult and Continuing Education Office at (570) 674-6791 or 674-3021.

Weekend College Classes on Campus

Weekend College is a special accelerated educational model for adult learners who must balance family and career responsibilities while pursuing their education. Students may earn credit toward a degree by attending classes every other weekend. The program emphasizes independent, self-motivated study. Weekend College classes meet on Saturdays and/or Sundays (8am–noon and/or 1pm–5pm).

For further information contact the Center for Adult and Continuing Education at (570) 674-6450 or 674-6451.

Credit Options Outside the Classroom

Misericordia University recognizes that significant, meaningful learning often occurs in settings other than structured, university-sponsored courses. For adult students who would like to receive credit for knowledge they have already acquired, College Level Examination Program (CLEP) and Prior Learning Assessment (PLA) permit them to translate their learning into college credit. No more than a total of 40 credits may be earned through credit options outside the classroom.

CLEP: College Level Examination Program

CLEP allows adult students to demonstrate their knowledge in a wide range of subject areas. CLEP examinations are standardized tests that measure a person's knowledge of the material covered in introductory college courses. The knowledge may have been obtained through on-the-job experiences, professional workshops, classes at business or technical schools, volunteer activities, or vocational pursuits. CLEP credits are treated as transfer credits and are awarded on a credit/no credit basis. Only passing grades appear on transcripts. Call the Center for Adult and Continuing Education at (570) 674-6450 for more information.

Contract Learning

Contract learning provides students the convenience of continuing their academic studies despite temporary work or family demands that prevent them from attending regularly scheduled classes. An independent study arrangement, contract learning can be set up for either course offerings from our catalog or for topics that students would like to study in more depth.

Prior Learning Assessment (PLA) Credits

Prior Learning Assessment (PLA) credits provide students the opportunity to validate their relevant learning in a written document called a portfolio. The portfolio information is organized to correspond as closely as possible to comparable courses from Misericordia's inventory of undergraduate offerings. Emphasis is placed on the satisfactory presentation of the student's knowledge relative to each course's learning objectives.

For challenged courses, a faculty assessor from the involved department, will be selected by that college's dean. The assessors will review the portfolio according to the following criteria: the learning will be demonstrated to be college level; the learning is current, particularly in quickly-changing fields such as computer science and business; the learning must be able to be generalized and transferred, i.e., it can be applied outside of the specific context or situation in which it was acquired; the learning must be measurable; the learning must have a theoretical as well as a practical component; credits will be awarded for competence and actual learning outcomes, not merely the experience; the credits awarded will not duplicate other earned credits. This includes transfer, CLEP, and/or completed course credits, ACT, PEP exams, etc.

Students who request assessment of their prior learning must:

1. Be matriculated at the university with a declared major;
2. Limit requests for assessment to those course areas that will fulfill degree requirements in their declared major;
3. Have had all transfer credits officially evaluated prior to attempting this credit option.

Students will not be required to have any previously earned university credits; thus there will be no minimum GPA requirements. Students who have been awarded prior learning assessment credits at another institution will not automatically be awarded such credit in transfer. Students have the opportunity to present their portfolios, with updated information, to the PLA committee.The option for prior learning assessment will be available only during fall and spring semesters. For more information contact the Center for Adult and Continuing Education at (570) 674-3021.

Women with Children Program

The Women with Children Program is designed for academically qualified single mothers and provides the opportunity to live on campus with their children while attending classes.

Non-credit Programs

For individuals interested in professional and personal development, the Center for Adult and Continuing Education offers a variety of credit-free programs, classes and workshops.

The Fitness and Fun Program offers special programs, camps, non-credit courses and workshops for children, students, employees, alumni, and the community.

For further information, contact the Center for Adult and Continuing Education at (570) 674-6289.

Academic Program Definitions

Academic programs fall into six inter-related groups: majors, specializations, certificates, certifications, minors, and elective areas of study. These program areas are defined below.

Majors	Areas of study in a formal discipline for which a degree is awarded; for example, a Bachelor of Arts Degree in History, a Bachelor of Social Work Degree in Social Work, a Bachelor of Science Degree in Mathematics, or a Master of Science Degree in Occupational Therapy.
Minors	Focused programs of study which involve specific clusters of courses around a general area of study. Minors are not associated with particular degree programs and are therefore open to all undergraduate students. For example, minors are available in writing, philosophy, and religious studies.

Specializations Specializations are focused programs of extended study closely associated with a specific degree program. Specializations are generally available only to students who have been accepted into the major for the specific degree, for example, BA, History (Pre-law) or BS, Biology (Pre-medicine).

Certificates Certificates are awarded to students who complete specified coursework independent of a defined degree program. Certificate programs are offered in addictions counseling, child welfare services, gerontology, informatics and diagnostic medical sonography. A graduate level pediatric certificate is available for practicing occupational and physical therapists.

NOTE: Completion of a certificate program does not equate to certification in any of the programs.

Certifications Certifications are prescribed programs of study designed to meet requirements of official agencies which recognize the certification as a valid credential. For example, certifications are available in early childhood education which is recognized by the Pennsylvania Department of Education.

Elective Areas of Study There are clusters of courses which are not as a group directly associated with a specific degree program. Elective courses are intended to augment the liberal arts background of any interested students. For example, electives are available in philosophy or sociology.

Academic Program Listings

Specific Degree Programs In the academic program listings which follow, majors, specializations, and certifications are combined into one section and are listed alphabetically by program name. They have been grouped together by virtue of a common factor; each requires defined course sequences.

Minor Programs Minors, page 270, which are open to all students, may be taken in association with any degree program. Minors involve 15 to 22 credits in specific areas. The minors offered and the course requirements are listed in alphabetical order.

Course Descriptions Specific information regarding every course offered may be found in the course descriptions section. See also core curriculum requirements, page 63.

Undergraduate and Graduate Curricula Academic Colleges

Misericordia University's academic programs are administered by three distinct colleges. The programs offered by each college are listed below.

College of Arts and Sciences

Majors	Biochemistry, page 70 Biology, page 72 Chemistry, page 86 Clinical Laboratory Science, page 91 Communications, page 94 Computer Science, page 99 English, page 103 History, page 119 Interdisciplinary Studies, page 268 Mathematics, page 133 Philosophy, page 192
Minors	Biology, page 272 Chemistry, page 273 Communications, page 274 Computer Science, page 275 English, page 275 Ethics, page 276 History, page 280 Mathematics, page 281 Philosophy, page 282 Political Science, page 282 Religious Studies, page 284 Social Studies, page 286 Theater, page 287 Writing, page 287
Certificates/Certifications	Secondary Education, Biology, page 248 Secondary Education, Chemistry, page 252 Secondary Education, English, page 250 Secondary Education, History, page 254 Secondary Education, Mathematics, page 256 Spanish, page 307
Specializations	Pre-dentistry, page 313 Pre-law, page 313 Pre-medicine, page 313 Pre-optometry, page 313 Pre-veterinary medicine, page 313

College of Health Sciences

Majors	Health Science, BS degree for professional master's degree students, page 268
	Nursing, BSN, (Traditional and Part-time Accredited Evening Nursing Program (PTAENP), RN-BSN, RN-MSN, MSN (FNP and CNS), page 158
	Medical Imaging, BS, page 137
	Occupational Therapy, Entry-level Professional, MSOT, (Traditional & Weekend Format), page 174
	Occupational Therapy, Post-professional, MS, page 360
	Occupational Therapy Post Professional OTD, page 366
	Physical Therapy, Entry-level Professional, MSPT, page 388
	Physical Therapy, Entry-level Professional DPT, page 397
	Physical Therapy, Post-professional, tDPT, page 404
	Speech-language Pathology, MSSLP, page 216
Minors	Health Care Informatics, page 279
	Management (Medical Imaging Majors), page 146
Specializations	Management (Medical Imaging Majors), page 1523
	Nursing Sub-Specialization - CNS Nursing Administration, page 345
	CNS Nursing Education, page 3450
Certificates/Certifications	Diagnostic Medical Sonography, page 153
	Nursing Education, page 345
	Family Nurse Practitioner, page 309
	Health Care Informatics, page 309
	Pediatrics (for Practicing Occupational and Physical Therapists), page 309
	Teacher Certification in Speech and Language Disabilities, page 405

The College of Health Sciences offers entry-level professional master's of science degrees in occupational therapy, physical therapy, speech-language pathology; post-professional master of science degrees in nursing and occupational therapy, post-professional doctor of physical therapy and occupational therapy degrees and a first professional physical therapy degree (See Graduate Curricula, page 324).

College of Professional Studies and Social Sciences

Majors	Accounting, page 67
	Business Administration, page 79
	Education, Graduate, page 330
	Elementary Education, page 242
	Health Care Management, page 112
	Information Technology, page 125
	Management, page 130
	Marketing, page 132
	Masters of Business Administration, page 324
	Professional Studies, page 269
	Psychology, page 199
	Social Work, page 208
	Special Education, page 258

	Sport Management, page 232
	Organizational Management - Graduate, page 372
Minors	Accounting, page 270
	Addictions Counseling, page 270
	Child Welfare Services, page 273
	Gerontology, page 276
	Health Care Informatics, page 279
	Management (for Medical Imaging Majors), page 146
	Management, page 280
	Management Information Systems, page 280
	Marketing, page 281
	Psychology, page 283
Certificates/Certifications	Addictions Counseling, page 297
	Child Welfare Services, page 297
	Early Childhood Education, page 2343
	Elementary Education, page 245
	Gerontology, page 309
	Geriatric Care Manager, page 306
	Health Care Informatics, page 309
	Health Care Management, page 118
	Secondary Education, page 248
	Special Education, page 258
	Teaching English as a Second Language - Graduate, page 307
Specializations	Addictions Counseling, page 312
	Child Welfare Services, page 312
	Educational Strategies, Graduate, page 337
	Elementary Education, Graduate, page 334
	Gerontology, page 276
	Health Care Informatics (Health Care Management Major), page 312
	Health Care Management (Health Care Management Major), page 312
	Health Care Marketing (Health Care Management Major), page 312
	Human Resource Management, Graduate, page 373
	Information Technology Management, Graduate, page 374
	Instructional Technology, Graduate, page 333
	IT Security, (Information Technology Major), page 312
	Management, Graduate, page 374
	Management Information Systems (Information Technology), page 280
	Marketing, Graduate, page 374
	Selected Sequence (Business), page 80
	Special Education, Graduate, page 234
	Supervisor of Instruction and Curriculum, Graduate, page 333

The College of Professional Studies and Social Sciences offers master's of science degrees in organizational management, business administration, education, and educational technology (see Graduate Curricula, page 324).

Core Curriculum Requirements

All undergraduate students, regardless of major, are required to complete a minimum of 48 credit hours of core courses. These courses must be taken in accordance with the following distribution of credit hours by area of study described below, and must be selected from the list of core course titles, or from the list of approved substitutes noted below.

Some courses must be taken in sequence and in both semesters of courses which are offered over two semesters.

Students who have taken English Composition at Misericordia University or at another college/university and have received a grade of "C" or better in that course are exempted from the writing intensive course requirement.

Area of Study	*Credits*
Behavioral Science	6
English Literature	6
Fine Arts	6
History or Political Science	6
Mathematics*	6
Philosophy	6
Religious Studies	6
Natural Science	6-8

*Mathematics Bank I

Determined by Mathematics Department

MTH 120	Mathematical Reasoning
MTH 151	Calculus I
MTH 160	Discrete Mathematics

Mathematics Bank II

Specified by Program

MTH 115	Statistics
MTH 151	Calculus I
MTH 152	Calculus II
MTH 160	Discrete Mathematics

Core Areas	*Required Credits*	*Course Number*	*Course Title*	*Credits*
Behavioral Science	6	PSY 123	Introduction to Psychology	3
Select any two		SOC 101	Comparative Sociology	3
		BUS 207	Contemporary Economics	3
English	6	ENG 101C	Literature of Values: Ancient and Medieval	3
Select any two		ENG 102M	Literature of Discovery: Modern/Early Modern	3
		ENG 104M	Literature of Discovery: American Literature	3
		ENG 108G	African American Literature	3
		ENG 109G	Modern World Literature	3
		ENG 111G	Literature of American Immigrants	3

Fine Arts Take FA 102C and FA 104M, or take either of the above plus one “G” course	6	FA 102C	Cultural Synthesis in Ancient World	3
		FA 104M	Art, Self, Community in the Modern World	3
		FA 205G	Jazz Age Culture	3
		FA 206G	Voices of Liberation	3
		FA 207G	World Music	3
History/Political Science Select one sequence	6	HIS 101C	Western Civilization I	3
		HIS 102M	Western Civilization II	3
		or		
		HIS 103M	US History I	3
		HIS 104G	US History II	3
		or		
		POL 100M	American National Government	3
		POL 103G	Global Politics	3
Mathematics	6	MTH	Mathematics Bank I	3
			Mathematics Bank II	3
Philosophy Take PHL 100 and select one other	6	PHL 100C	Introduction to Philosophy	3
		PHL 102M	Introduction to Ethics	3
		PHL 105M	Introduction to Logic	3
		PHL 111M	Makers of the Modern Mind (Honors)	3
		PHL 202G	Environmental Philosophy	3
		PHL 205C	Medieval Philosophy	3
		PHL 210M	Philosophy of Person	3
		PHL 220M	Philosophy and Literature	3
		PHL 223M	Social Ethics	3
		PHL 257M	Philosophy of Religion	3
		PHL 261G	Philosophy of Women	3
		PHL 270M	Social and Political Philosophy	3
Religious Studies Select any two	6	RLS 100C	Biblical Studies	3
		RLS 104G	World Religions	3
		RLS 106M	Theology and Human Experience	3
		RLS 107G	Women and Spirituality	3
		RLS 113M	Theology of the Church	3
		RLS 114C	Introduction to Christian Thought	3
		RLS 115M	Religion in America	3
		RLS 116M	American Catholicism	3
		RLS 120G	Mayan Religion and Culture	3

Natural Sciences Select one sequence	6-8	BIO 103-104	General Biology I and II	6-8
		BIO 101-102	General Botany and Zoology	8*
		CHM 101-102	Chemistry in Context I & II	8
		CHM 104-105	General Chemistry and Introduction to Organic Chemistry	8*
		CHM 133-134	Chemical Principles	8*
		PHY 107-108	Introduction to Physics I and II	6
		PHY 117-118	Physics Introduction I & II	8
		PHY 221-222	General Physics	8*
Free Elective Credits				9

Distribution

Students are required to choose among the American History, Western Civilization, or political science sequences. Students must take 6 credits in each of the humanities disciplines: history/political science, literature, fine arts, philosophy and religious studies. These 30 credits must also be distributed as follows: 12 credits of courses designated ancient and medieval (C); 12 credits of modern (M); and 6 credits designated global/multicultural (G). In addition, at least two of the core courses in humanities must be designated "writing intensive." The designation will appear in the schedule of classes offered each semester.

Free Electives

Courses taken as part of a minor, specialization, or certification may be included as the nine credits of free electives, provided that they are outside the major. Students are encouraged to take additional free electives whenever their program of study permits.

Writing Proficiency Requirement

The writing proficiency requirement is a non-credit graduation requirement for all students at Misericordia University. Transfer students who have taken an English composition course prior to matriculating at Misericordia University and who received a grade of “C” or better are exempted from this requirement. The requirement may be satisfied in one of two ways:

1. Students may take Composition (ENG 103), and achieve a grade of “C” or better
2. Students may pass the Writing Proficiency Examination, administered twice each academic year in November and April.

Students are eligible to sit for the writing proficiency examination during the first semester of their sophomore year, provided that they have completed at least one *writing intensive course* in the past or are currently enrolled in a writing intensive course. If they do not pass the examination the first time, students may take the examination a second time during the second semester of their sophomore year. Students who have not passed the examination by the beginning of their junior year must attend mandatory workshops sponsored by the Writing Center and the Learning Resource Center during the first half of the first semester of their junior year before they can sit for the examination that semester. Students who fail the examination a third time will be required to take Composition (ENG 103), and receive a grade of “C” or better before they may graduate from Misericordia University.

Technical Competency Requirement

The technical competency requirement is a non-credit online course designed to provide all incoming students with core technology competence for application throughout the academic experience and beyond.

All entering, full-time, matriculating students will automatically be registered for this course. The course should be completed within the first three (3) semesters or 45 credit hours. Successful completion of the technical competency requirement is a graduation requirement for all undergraduate students at Misericordia University.

The course will consist of four (4) modules, as follows:

- Information literacy
- General computer operation
- Computer communications and networks
- Office management and productivity

The technical competency requirement will use a grading system of “S” or “U.” If the student does not complete the courses in the first semester, they will receive an “IP” (which WILL NOT rollover to an “F”). The student who does not complete this competency will be automatically re-enrolled the following semester in the technical competency course.

Students who complete (or have completed) either Basic Computer Technology (BUS 105) or Educational Technology (TED 121) with a “C “or higher automatically meet the technology competency requirement.

The Misericordia University Guidelines for Appropriate Computing Behavior will be applicable.

** Courses with an asterisk require a stronger background in mathematics and science.*

Bachelor's Degree Programs

Accounting Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Accounting, Five-year Track BS, Accounting and MBA
Department Chair Fred J. Croop, *MBA, CMA, CPA*

Accounting is the language of business that allows different entities to communicate effectively with each other. The accounting profession provides this vital service to management and owners of business firms, investors, creditors, labor unions, government agencies, and, most importantly, to the general public. The curriculum of the accounting major is designed to provide individuals with communication, critical thinking, and analytical skills, as well as the technical proficiency to become professional accountants.

The American Institute of Certified Public Accountants and other accounting organizations continually emphasize the value of a broad approach to education. The liberal arts core and business support courses that are required of all accounting majors address this need and help individuals acquire the necessary skills that will contribute to a productive life and satisfying career. The accounting faculty emphasizes the importance of these abilities in accounting courses that also contain the profession's technical body of knowledge. Accounting courses also integrate an extensive use of computers and standard business software into instruction and student assignments. Students are given instruction in business writing and presentation skills.

Work experience is a powerful educational tool in a discipline such as accounting. Thus, on-campus interviews are scheduled with accounting firms and companies for student placement in accounting internship positions. All accounting majors are encouraged to serve an internship in the spring of their senior year. Placement of students in internships is dependent upon successful completion of required course work, availability of placement employers, and the student's interview.

Accounting Major Four-year Track BS Degree

Sequence of Required Courses

For description and requirements of the Five-year track BS, Accounting and MBA, see MBA program description.

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
BUS 105	Basic Computer Technology	3	BUS 107	Essential Communications	3
ACC 101	Principles of Accounting	3	BUS 208	Principles of Management	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 340	Intermediate Accounting I	3
BUS 269	Principles of Marketing	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 341	Intermediate Accounting II	3
MIS 110	Introduction to Information Systems	3
BUS 207	Contemporary Economics	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 401	Taxes	3
	Core	3
ACC 342	Intermediate Accounting III	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
ACC 440	Advanced Accounting	3
BUS 306	Organizational Behavior	3
BUS 360	Management of Human Resources	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
BUS 352	Business Law	3
ACC 410	Auditing	3
BUS 371	Finance	3
BUS 415	International Business	3

Second Semester		*Total Credits 15*
ACC310	Cost Accounting	3
	Elective	3
	Elective	3
ACC 472	Internship	6

Total required for graduation 120 credits

Accounting Course Descriptions (ACC)

101 Principles of Accounting 3 credits

An introduction to basic accounting principles, concepts, and procedures. Topics include the accounting cycle, preparation of financial statements, accounting systems and special-purpose journals, internal control methods, inventory costing, short-term liquid assets. A manual practice set is completed.

310 Cost Accounting 3 credits

A study of the broad range of cost concepts includes job order costing, process costing, accounting for materials, labor, and the allocation of factory overhead, standard costs, variance analysis, and accounting for joint-products and by-products. Electronic spreadsheet projects are completed.

Prerequisite: ACC 101

311 Managerial Accounting 3 credits

Uses of accounting data in planning and controlling business activities. Manufacturing cost systems, budgeting, standard costs, and responsibility accounting are some of the topics discussed. Analysis of financial statements are emphasized. Microcomputer electronic spreadsheet applications are utilized. Accounting majors should not take this course.

Prerequisite: ACC 101

340 Intermediate Accounting I 3 credits

This course explores the theoretical framework, assumptions, and principles associated with accounting. Using this body of knowledge, the student completes a practice set and solves problems on topics such as the preparation and analysis of financial statements, accounting for receivables, inventories, and property, plant and equipment.

Prerequisite: ACC 101 and BUS 105

341 Intermediate Accounting II 3 credits

Continues the in-depth discussion of key accounting issues. This course focuses on accounting topics such as depreciation methods, intangible assets, current and long-term liabilities, and stockholders' equity issues.

Prerequisite: ACC 340

342 Intermediate Accounting III 3 credits

Concentrates on advanced concepts in accounting. This course focuses on accounting concepts such as dilative securities, investments, revenue recognition, income taxes, and accounting for pension benefits and leases.

Prerequisite: ACC 341

401 Taxes I 3 credits

The analysis and preparation of federal and state individual income tax returns based on current tax law. Tax planning is also stressed

Prerequisite: ACC 101 or consent of instructor

402 Taxes II 3 credits

The analysis and preparation of federal and state corporation, partnership, and fiduciary tax returns based on current tax law. Tax consequences of the formation, operation, and liquidation of the various forms of a corporation are discussed in-depth.

Prerequisite: ACC 101 or consent of instructor

410 Auditing 3 credits

A systematic evaluation of generally accepted accounting principles and applicable auditing principles, standards, and procedures. Other topics include the study and evaluation of internal control, verification of account balances, professional ethics, and statistical sampling. A practice set is completed.

Prerequisite: ACC 341

440 Advanced Financial Accounting 3 credits

Focuses on several major areas in accounting. The first is accounting for mergers and acquisitions. The focus is on the differences between the cost and equity methods of accounting for the investment in a subsidiary and the pooling of interest and the purchase methods of recording a business expansion. The second area of interest is governmental accounting and accounting for non-profit organizations. The third area is partnership accounting and accounting for estates and trusts.

Prerequisite: ACC 342 or consent of instructor

472 Accounting Internship 1-6 credits

These credits provide on-the-job accounting experience for accounting majors with either a public accounting firm, government agency, or private industry. Internships are offered on a competitive basis following student interviews with prospective companies. Accounting internships are reserved for Accounting majors in their senior year who have completed all major course work.

485 Special Topics in Accounting 3 credits

Topics vary from semester to semester and are announced with pre-registration information.

480 Independent Study 1-3 credits

Special investigation with the assistance of a faculty member, of a selected topic of interest. Approval of college dean and vice-president of academic affairs required

Biochemistry Major

College of Arts and Sciences
Degree BS, Biochemistry
Department Chair Charles Saladino, Jr., PhD

Biochemistry is an exciting and challenging field of study that combines the worlds of chemistry and biology into a science that explores the chemistry of bio-molecules and those biological processes that support a living system. Modern day biochemistry has reached a level of complexity and uniqueness that allows it to stand apart from both of its ancestral fields. Today's biochemistry operates in the world of life on earth described by classical biology and also probes the complexities of this world on the molecular scale using the concepts and analysis techniques derived from the world of classical chemistry.

The biochemistry major reflects this fusion of both fields as a hybrid of both departments' curricula, combining the essential knowledge of a BS chemistry with that of biology on the molecular level. We believe that students must first be good chemists before they can be good biochemists. Thus, the program is designed to meet the ACS guidelines for a chemistry major and the ASBMB guidelines for a biochemistry major, making the program highly interdisciplinary between chemistry and biology. The biochemistry program is designed to prepare students for graduate school and the pharmaceutical, biomedical, and bio-technology industries.

At the end of their sophomore year and thereafter, biochemistry majors must have and maintain a GPA of 2.5 in courses required for the major in order to remain in good standing in the program, and a GPA of 3.0 to be recommended for graduate or professional schools. Students must earn three credits doing either a summer internship during their junior year [CHM 490] or by taking research [CHM 460] in (or before) the first semester of their senior year.

Pre-medicine

This specialization provides excellent preparation for professional studies in medicine, veterinary medicine, and related health sciences. It is suggested that BIO 251 and BIO 252 (Comparative Anatomy and Histology I, II) be incorporated into the sequence below. In addition, BIO 301 (Gross Anatomy) and BIO 302 (Neuroscience) are available as senior electives.

Biochemistry BS Degree

Sequence of Required Courses (certain modifications are permitted with approval of the department chair)

First Year

First Semester		*Total Credits 17*
CHM 133	Chemical Principles I	4
BIO 101	General Botany and Biology Principles	4
MTH 151	Analytic Geometry & Calculus I	3
HIS	History Core	3
ENG	Literature Core	3

Second Semester		*Total Credits 17*
CHM 134	Chemical Principles II	4
BIO 102	Zoology	4
MTH 152	Analytic Geometry & Calculus II	3
HIS	History Core	3
ENG	Literature Core	3

Sophomore Year

First Semester		*Total Credits 16*
CHM 243	Organic Chemistry	4
PHY 221	Physics I	4
BIO 241	Genetics	4
MTH 225	Analytic Geometry & Calculus III	4

Second Semester		*Total Credits 17*
CHM 244	Organic Chemistry	4
PHY 222	Physics II	4
FA	Fine Arts Core	3
PHL	Philosophy Core	3
CPSSS	Core	3

Junior Year

First Semester		*Total Credits 15*
CHM 353	Biochemistry I	3
CHM 363	Biochemistry Lab	1
CHM 355	Physical Chemistry I	4
CHM 350	Chemical Literature	1
FA	Fine Arts Core	3
	CPSSS Core	3

Second Semester		*Total Credits 14*
CHM 354	Biochemistry II	3
CHM 356	Physical Chemistry II	4
CHM 411	Instrumental Analysis	3
CHM 412	Instrumental Lab I	1
PHL	Philosophy Core	3

Summer		*Total Credits 3*
CHM 490	Chemistry Internship*	3

Senior Year

First Semester	*Total Credits 14*	
	Major Elective	3
BIO 435	Cell Biology	3
CHM 413	Instrumental Lab II	1
CHM 475	Chemistry Seminar	1
CHM 460	Research *	3
RLS	Religious Studies Core	3

Second Semester	*Total Credits 16*	
	Major Elective	3
BIO 441	Molecular Genetics	4
	Free Elective	3
	Free Elective	3
RLS	Religious Studies Core	3

Total required for graduation 126 credits

Major electives can be taken in either chemistry or biology and include:

Elective chemistry courses include:

CHM 410	Advanced Inorganic Chemistry
CHM 456	Qualitative Organic Analysis
CHM 450	Special Topics

Elective biology courses include:

BIO 243	General Microbiology
BIO 360	Immunology
BIO 480	Biology Research
BIO 345	Developmental Biology

** Student's are required to take a minimum of 3 credits of either CHM 490 or CHM 460 for graduation*

Biology Major

College of Arts and Sciences
Degree BS, Biology
Department Chair Cosima Wiese, PhD

Faculty

Angela Asirvatham, Assistant Professor of Biology, DVM Madras Veterinary College; MS University of Wyoming; PhD Kent State University

Michael A. Dexter, Assistant Professor of Biology, BS Guilford College; MS Wake Forest University

Frank DiPino, Professor of Biology, BA State University of New York; PhD Marquette University

Carl J. Konecke, Associate Professor Emeritus of Biology, BS King's College; MS University of Nebraska

Stanley S. Knapich, Professor Emeritus of Biology, BS Wilkes University; MEd, DEd The Pennsylvania State University

Barbara J. McCraith, Associate Professor of Biology, BS LeMoyne College; MS Winthrop College; PhD University of South Carolina

Anthony Serino, Associate Professor of Biology, BS MS University of Scranton; PhD The Pennsylvania State University

Cosima B. Wiese, Associate Professor of Biology, BA Bucknell University; MSc, PhD The Pennsylvania State University

The biology program is designed to provide a sound background in the various major areas of the biological sciences. Given the rate and nature of the current advances, such a background requires a supporting foundation in the physical sciences, mathematics and the other liberal arts in order to adequately prepare an individual to pursue a career in the field of biology. A variety of opportunities exist for post-graduate employment in the pharmaceutical, agricultural, biotechnology, food, and chemical industries as well as in government agencies and universities.

With this foundation and the selection of appropriate elective courses, a biology major is prepared for post-graduate studies in medicine, veterinary medicine, dentistry, podiatry, optometry, or for graduate study in various specialties in the biological sciences such as molecular biology, neurobiology, genetics, physiology, developmental biology, botany, microbiology, and ecology. A biology major is assigned an advisor who helps plan a program of courses consistent with the student's interest and career objectives. Majors in Biology must maintain at least a “B” cumulative average and a GPA of at least 3.0 to be recommended to graduate or professional schools.

Admissions Requirements:

Prospective undergraduate applicants must meet both Misericordia University's and the Biology department's admission criteria. Students must have the following criteria to be considered for acceptance into the Biology program:

1. completion of at least one year (each) of high school Biology, Chemistry and pre-Calculus
2. minimum combined SAT score of 900
3. minimum cumulative GPA of 2.75

Biology BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 17*
BIO 101	General Botany and Biological Principles	4
ENG	Core	3
HIS	Core	3
CHM 133	Chemical Principles I	4
MTH 151	Calculus I	3

Second Semester		*Total Credits 17*
BIO 102	General Zoology	4
MTH 115	Statistics	3
HIS	Core	3
CHM 134	Chemical Principles II	4
MTH 152	Calculus II	3

Sophomore Year

First Semester		*Total Credits 15*
BIO 241	Genetics	4
BIO 251	Comparative Anatomy	4
CHM 243	Organic Chemistry 1	4
FA	Core	3

Second Semester		*Total Credits 17*
BIO 243	General Microbiology	4
ENG	Core	3
PHL	Core	3
CHM 244	Organic Chemistry II	4
FA	Core	3

Junior Year

First Semester		*Total Credits 16*
BIO 345	Developmental Biology or	
BIO 435	Cell Biology	3
PHL	Core	3
CHM 353	Biochemistry I	3
PHY 221	General Physics I	4
CPS 130	Computing for Scientists	3

Second Semester		*Total Credits 14*
BIO 346	General Physiology	4
CHM	Free elective	3
	Free elective	3
PHY 222	General Physics II	4

Senior Year

First Semester		*Total Credits 14*
BIO 425	Ecology	4
BIO 490	Coordinating Seminar	1
BIO	Free elective	3
RLS	Core	3
CPSSS	Core	3

Second Semester		*Total Credits 14*
BIO 360	Immunology	1
BIO 480	Biology Research	1
RLS	Core	3
CPSSS	Core	3
	Free elective	3
	Free elective	3

Total required for graduation 124 credits

Pre-dentistry, Pre-medicine, Pre-optometry, Pre-veterinary Medicine

Grade Requirements

With the proper selection of elective courses, students who major in biology or chemistry are prepared for post-graduate study in medicine, veterinary medicine, dentistry, and optometry.

Pre-dentistry

A student who has completed a bachelor of science in biology or chemistry with a GPA of “B” or better, may be recommended to a dental school. Information may be obtained from the American Dental Association (www.ada.org), 211 East Chicago Avenue, Chicago, IL 60611-2678. (312) 440-2500.

Pre-medicine

A student who has completed a bachelor of science in biology or chemistry with a GPA of “B” or better, may be recommended to a medical college. Preparation for application to medical school should begin in the first year and continue throughout the undergraduate years. Preparation involves a continuous review of material covered in all science courses. Such review is imperative for a satisfactory performance on the Medical College Admission Test (MCAT) which is required by most medical schools. The MCAT should be taken in the fall and/or spring of the junior year.

Students should be aware of the requirements specific to the medical school they wish to attend. This information may be obtained from the Council on Medical Education of the American Medical Association (www.ama-assn.org), 535 North Dearborn Street, 515 N. State Street, Chicago, IL 60610. (800) 621-8335

Pre-optometry

A student who has completed a bachelor of science in biology or chemistry with a GPA of “B” or better, may be recommended to a school of optometry. Information may be obtained from the American Optometric Association (www.aoa.org), 243 North Lindbergh Boulevard, St. Louis, MO 63141. (800) 365-2219

Pre-veterinary Medicine

A student who has completed a bachelor of science in biology or chemistry with a GPA of “B” or better, may be recommended to a veterinary school. Information may be obtained from the American Veterinary Medical Association (www.avma.org), 1931 North Meacham Road, Suite 100, Schaumberg, IL 60173. (847) 925-8070

Suggested Course of Study, Pre-professional Curriculum

First Year

First Semester		*Total Credits 17*
BIO 101	General Botany, Biological Principles	4
ENG	Core	3
HIS	Core	3
CHM 133	Chemical Principles I	4
MTH 151	Calculus I	3

Second Semester		*Total Credits 17*
BIO 102	General Zoology	4
MTH 115	Statistics	3
HIS	Core	3
CHM 134	Chemical Principles II	4
MTH 152	Calculus II	3

Sophomore Year

First Semester		*Total Credits 15*
BIO 241	Genetics	4
BIO 251	Comparative Anatomy, Histology	4
CHM 243	Organic Chemistry I	4
FA	Core	3

Second Semester		*Total Credits 18*
BIO 252	Comparative Anatomy, Histo technique	4
BIO 346	General Physiology	4
ENG	Core	3
CHM 244	Organic Chemistry II	4
FA	Core	3

Junior Year

First Semester		*Total Credits 16*
BIO 345	Developmental Biology or	
BIO 435	Cell Biology	3
	Core	3
PHY 221	General Physics I	4
CHM 353	Biochemistry	3
CPS 130	Computing for Scientists	3

Second Semester		*Total Credits 14*
CHM	Free elective	3
	Core	3
PHY 222	General Physics II	4
BIO 243	General Microbiology	4

Senior Year

First Semester		*Total Credits 14*
BIO 425	Ecology	4
BIO 490	Coordinating Seminar	1
	Free elective	3
	Core	3
	Core	3

Second Semester		*Total Credits 14*
BIO 360	Immunology	1
BIO 480	Biology Research	1
	Free elective	3
	Core	3
	Core	3
	Free elective	3

Total required for graduation 125 credits

Biology Course Descriptions (BIO)

101 General Botany and Biological Principles 4 credits

Introductory principles of biology and a study of the plant kingdom from thallophytes to spermatophytes. Field studies of local plant communities. Introduction to plant anatomy, taxonomy and ecology. Lecture: 3 hours. Laboratory: 3 hours.

Fall only

102 General Zoology 4 credits

Zoological principles and their implications in the animal kingdom. Ecological and evolutionary tendencies of major vertebrate and invertebrate groups with consideration of anatomy and physiology of representatives. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 101 or permission from instructor. Spring only

103/104 General Biology 3 credits each

The study of the fundamental principles and modern theories of biology. Emphasis is on the value of biology in relation to humans. Lecture: 2 hours. Laboratory: 2 hours.

Prerequisites: BIO 103 or permission from instructor

121 Human Structure and Function I 4 credits

A study of the human body structure and function with emphasis on its cellular control and selected systems involving dynamic control, support and movement.

122 Human Structure and Function II 4 credits

This course is a study of the human body structure and function with special emphasis on it ability to circulate fluids, absorb and excrete, and reproduce. This course is a continuation of Biology 121.

Prerequisite Bio 121

211/212 Anatomy and Physiology I & II 4 credits each

A detailed study of the structure and same function of the human body. Emphasis on physiology phenomena and concepts. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisites: BIO 211 or permission from instructor

227 Bacteriology 4 credits

General morphology and physiology of bacteria, yeasts, molds, and viruses. Study of infection and immunity. Special studies of foods, water, and sewage with reference to health and sanitation. Lecture: 3 hours. Laboratory: 2 hours.

241 Genetics 4 credits

A detailed study of the principles of heredity. Both classical and molecular genetics are given equal treatment. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 102, CHM 134. Fall only

243 **General Microbiology** 4 credits

Fundamental principles and techniques of microbiology, including general morphology, ecology and physiology of microorganisms, methods of study, identification, destruction, and control. Lecture: 3 hours. Laboratory: 2 hours

Spring only

251 **Comparative Anatomy** 4 credits

A detailed study of the tissues, organs, and selected systems of the human compared to those of representative vertebrates. Laboratory dissection and prepared slide studies. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: BIO 102 or *104*

252 **Histology** 4 credits

A detailed study of the tissues, organs, and selected systems of the human compared to those of representative vertebrates. Laboratory dissection, prepared slide studies, and techniques of tissue slide preparation.

Prerequisite: BIO 251

301 **Gross Anatomy** 5 credits

The study of human anatomy, embryology, and histology emphasizing structure and function in relationship to simple and complex human movement; inter-relationships of neuromuscular and skeletal development and structure (cross-sectional and three-dimensional); and appreciation of anatomical differences among individuals. Laboratory sessions will include cadaver dissection and will strongly integrate Analysis of Human Movement and Applied Physiology. Lecture: 3 hours. Laboratory: 6 hours.

Prerequisites: BIO 211/212, BIO 251/252, or equivalent.
Corequisites for PT majors: PT 405 and PT 407 or permission of instructor

302 **Neuroscience** 4 credits

The study of neuroanatomy, neurophysiology, and neuropathology; inter-relationships of nervous system development and structure as related to function; introduction to theories and research regarding postural and motor control and motor learning; applied neuroanatomy/physiology as a basic component of servomotor evaluation. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisites: BIO 211/212, BIO 251/252, or equivalent.
Prerequisites for PT majors: BIO 301 and PT 407 or permission of instructor

345 **Developmental Biology** 3 credits

A comprehensive study of developmental biology. Genetic, molecular, and cellular aspects involved in the regulation of temporal and spatial development will be covered. Current experimental systems in the study of developmental biology will be introduced. Lecture: 3 hours.

Prerequisites: BIO 102, BIO 241. Alternate years

346 **General Physiology** 4 credits

A detailed study of the function of the muscular, nervous, endocrine, cardiovascular, respiratory, and excretory systems. Laboratory experiments deal with the physiology of humans and lower vertebrates. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisites: BIO 251, CHEM 134. Spring only

360 Immunology 1 credit

Fundamentals of immunology including innate and adaptive immunity, inflammatory response, antibody-mediated and cell-mediated immunity.

Prerequisites: BIO 102, CHM 243. Spring only (9 weeks)

413 Biology Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

Prerequisite: 24 credits in Biology. Spring only

425 Ecology 4 credits

A study of the inter-relationships between plants, animals, and other components of the total environment. Lecture: 3 hours. Laboratory and field work: 2 hours.

Prerequisite: BIO 102, BIO 104, or permission of instructor Fall only

431 Field Biology 3 credits

Familiarization with local plants and animals based on actual field observation and collection. Includes sampling of forest, field and pond habitats. Lecture and field work: 3 hours.

Alternate years

435 Cell Biology 3 credits

A detailed study of the morphology and physiology of cells. Special emphasis is placed on the inter-relationship between molecular structure and cell function.

Prerequisites: BIO 241, CHM 353
(may be taken concurrently). Alternate years

441 Molecular Genetics 4 credits

A study of the molecular basis of information storage, regulation, processing, and expression. Structure and function of proteins, nucleic acids, and their interactions are discussed. Molecular approaches used in contemporary biology will be covered with specific attention to plant biotechnology, gene therapy, transgenic organisms, and cloning. Laboratory will focus on current molecular biology methodology including DNA sequencing, recombinant DNA technology, and polymerase chain reaction (PCR). Lecture: 3 hours Lab: 3 hours

Prerequisites: BIO 241

480 Biological Research 1-2 credits

Course provides opportunity for student laboratory or theoretical research under staff supervision. Permission of the college dean is required. Laboratory fee.

Prerequisites: 24 credits in Biology

485 Special Topics 1-4 credits

Topic may vary from semester to semester and will be announced with preregistration information and course hours.

On demand

487	Independent Study	1-3 credits

Special investigation of a selected topic.

Prerequisite: 24 credits in Biology

490	Coordinating Seminar	1 credit

An introduction to the literature of biology. Topics discussed vary according to the needs and interests of the students.

Prerequisites: 24 credits in Biology. Fall only

Business Administration Major

College of Professional Studies and Social Sciences
Degree, Four-year Track BS, Business Administration, Five-year Track BS, Business Administration and MBA
Department Chair Fred J. Croop, MBA, CMA, CPA

Students who major in business administration choose to focus on a specific area of business. The business administration major allows students to choose a minor sequence in areas such as management, accounting, marketing, or management information systems. The major requires all students to take at least 12 required courses, at least 15 credits in the minor sequence, and 18 credits in free electives. Majors must complete the 48-credit university core as required by all students.

The business administration major permits students to freely fashion their studies to meet their professional and personal needs. The curriculum contains sufficient flexibility to meet most needs and expectations of students, both those who intend to go on to graduate school and those who seek immediate entrance into the profession. Students in the major need to work very closely with their advisor in the selection of courses. While business administration majors may choose a minor sequence in marketing or management, they may not declare a marketing or management minor. Marketing, management, accounting and information technology majors cannot choose business administration as a second major.

The major permits students to take an aggressively quantitative or qualitative track or an equal balance between the "management by numbers" position and the "management through people" concept. Students are given instruction in business writing and presentation skills.

Business Administration Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
BUS 105	Basic Computer Technology	3	BUS 107	Essential Communications	3
BUS 208	Principles of Management	3	BUS 269	Principles of Marketing	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 207	Contemporary Economics	3
ACC 101	Principles of Accounting	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Sequence Course	3
MIS 110	Introduction to Information Systems	3
	Elective	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Sequence Course	3
BUS 352	Business Law	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Sequence Course	3
	Elective	3
BUS 360	Management of Human Resources	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
	Free elective	3
	Sequence Course	3
BUS 371	Finance	3
BUS 415	International Business	3

Second Semester		*Total Credits 15*
	Core	3
BUS 306	Organizational Behavior	3
	Sequence Course	3
	Elective	3
	Elective	3

Total required for graduation 120 credits

For description and requirements of the Five-year Track BS, Business Administration and MBA, see MBA program description.

Business Administration Major Sequence

With a sequence (choose five from one area)

Management Courses

BUS 205	Macroeconomics
BUS 206	Microeconomics
BUS 307	Management Science
BUS 350	Money and Banking
BUS 406	Current Issues and Trends in Business
BUS 420	Small Business Management
BUS 465	Special Topics in Business
BUS 472	Business Administration Internship
BUS 491	Seminar in Business Policies (required)
ACC 311	Managerial Accounting

Marketing Courses

BUS 304	Sales and Sales Management
BUS 321	Product/Service Marketing
BUS 340	Advertising and Sales Promotion
BUS 401	Channel Strategies
BUS 402	Pricing Strategies
BUS 403	Strategic Marketing (required)
BUS 421	Special Topics in Marketing
BUS 450	Marketing Research

Accounting Courses

ACC 310	Cost Accounting
ACC 340	Intermediate Accounting I
ACC 341	Intermediate Accounting II
ACC 342	Intermediate Accounting III
ACC 401	Taxes I
ACC 402	Taxes II
ACC 410	Auditing
ACC 440	Advanced Financial Accounting
ACC 472	Accounting Internship (required)
ACC 480	Independent Study
ACC 485	Special Topics in Accounting

MIS Courses

MIS 101	Programming I
MIS 121	Programming II
MIS 200	Systems Analysis, Design, and Implementation
MIS 220	Applied Networking Design
MIS 221	Introduction to Computer Systems
MIS 231	Introduction to File Processing
MIS 232	Data Structures
MIS 310	Managerial Applications of Object-Oriented Programming I
MIS 312	Software Engineering
MIS 420	Teleprocessing
MIS 432	Data Base Management Systems Design
MIS 491	Information Technology Management (required)

Select Specialization

The select specialization is available only to transfer students with a minimum of 15 completed credit hours (grade of “C” or better) in a business-related field not offered at Misericordia University. Students with credits in a business-related field not offered at Misericordia University may apply those credits as a sequence in the business administration major.

General Business Course Descriptions (BUS)

105 Basic Computer Technology 3 credits

This course covers the use of technology necessary to succeed in current society. The student gains an understanding of computer hardware and experience in the use of typical software.

107 Essential Communication for Leaders 3 credits

This comprehensive course focuses on communication theory, techniques, and applications essential within the organization today. A wide variety of verbal, nonverbal, and writing tools are presented in a "hands-on" fashion that emphasizes traditional principles as well as state-of-the-art technology. Business effectiveness and ethics principles are worked on throughout the course topics.

205 Macroeconomics 3 credits

An introduction to the science of economics, with particular attention to scarcity, market mechanisms of supply and demand, unemployment, inflation, money, banking, Federal Reserve, government, and the application of fiscal and monetary policy to solve current economic problems.

206 Microeconomics 3 credits

Topics covered include supply and demand, elasticity, consumer behavior, costs of production, and the market structures of competition, monopoly, monopolistic competition, and oligopoly.

207 Contemporary Economics 3 credits

This course will include coverage of the nature and scope of economics, scarcity and choice, the U.S. economic system, the role of supply and demand, production, cost and profit, perfect and imperfect competition, money in the U.S. economy, the Federal Reserve and the money supply, measuring output and income in the U.S., macroeconomic models/analysis, employment, income distribution, business cycles, microeconomic policies, national debt, and international trade.

208 Principles of Management 3 credits

The basic principles of management are studied with an emphasis on planning, organizing, leading, and controlling. The nature of the managerial process within the formal and informal structure are also studied.

269 Principles of Marketing 3 credits

A general overview of the basic marketing philosophies, principles and practices relevant to small and large profit and nonprofit organizations, buyers and sellers, and special emphasis on the marketing mix: product, price, promotion, and distribution.

Prerequisite: BUS 105 or equivalent

304 Sales and Sales Management 3 credits

This course is oriented to the managerial and the strategic aspects of sales management. Emphasis will be placed upon recruitment of the sales force, compensation policies, effective territorial alignments, time management, and financial responsibilities. Interpersonal selling techniques are explored and discussed.

Prerequisite: BUS 269

306 Organizational Behavior 3 credits

This course studies behavior patterns and motivational dynamics of different types of organizations and focuses on the leadership skills and interpersonal relationships necessary to achieve organizational goals while developing human potential. Topics include micro and macro models of organizational behavior applied to the management of organizational processes and design, motivation, leadership, structural design, and workforce diversity.

Prerequisite: BUS 208

307 Management Science 3 credits

This course provides students with a solid conceptual understanding of the role that management science plays in the decision-making process. This course also introduces students to procedures used to solve problems, such as the decision-making process, linear programming, transportation, assignment, transshipment, project scheduling, waiting line models, simple linear regression, and multiple linear regression.

Prerequisites: BUS 105 or permission of instructor, MTH 115

309 Retail Buying for Fun 3 credits

A study of foundation knowledge of the current policies and procedures used in retail buying and merchandising. Included are merchandise control, pricing, and merchandise arithmetic. The focus is on developing the skills necessary for decision making in a retail buyers' day-to-day world of planning and control. Discussion includes assortment planning and quantitative merchandising.

Prerequisite: BUS 269 (On demand)

312 Retailing 3 credits

This course provides a basic foundation of the retail industry and a complete presentation of the many and diverse facets that make up the dynamic world of retailing. Areas that are discussed include retail institutions, human factors in retailing, the importance of location, merchandise management, and promotion.

Prerequisite: BUS 269: (On demand)

321 Product/Service Marketing 3 credits

This course provides an overview of key issues in the marketing of products and services. It guides the student to reassess the four P's of marketing in the context of products and services. Utilizing a case approach, this course examines how the marketing of services differs from that of products. Other marketable entities, like organizations, persons, places, and ideas, are included.

Prerequisite: BUS 269

335 Retail Buying 3 credits

A study of foundation knowledge of the current policies and procedures used in retail buying and merchandising. Included are merchandise control, pricing, and merchandise arithmetic. The focus is on developing the skills necessary for decision making in a retail buyers' day-to-day world of planning and control. Discussion includes assortment planning and quantitative merchandising.

Prerequisite: BUS 269 (On demand)

340 Advertising and Sales Promotion 3 credits

A comprehensive study of the theory and practical applications of advertising and sales promotions as forms of communication in marketing. The student gains an understanding of strategic planning, objective setting, tactical decision making, research, message and vehicle selection and execution.

Prerequisite: BUS 269

345 Consumer Behavior 3 credits

A study of the dynamics of consumer markets and their significance to marketing executives. Subtopics include the identification and measurement of market segments, the analysis of these segments' behavioral patterns in regards to shopping and purchasing, and the application of this knowledge in developing marketing strategy.

Prerequisite: BUS 269 (On demand)

350 Money and Banking 3 credits

A study of the principles of money, interest, inflationary and deflationary pressures, and the development of the banking system with emphasis on the federal reserve system, and monetary and fiscal policy.

Prerequisite: BUS 207 or BUS 205

352 Business Law 3 credits

Through law, society establishes values and goals. The purpose of American business law is to bring reason, fairness, and stability to the marketplace. This course enables students to anticipate the legal consequences of business decisions and behaviors.

360 Management of Human Resources 3 credits

A study of the role of work in our society and its effect on organizations including the nature of personnel management, the legal influences on personnel decisions, recruitment, selection, training, compensation, service and benefit programs, and the major problems and recent developments in labor relations

Prerequisite: BUS 208

371 Business Financial Management 3 credits

A study of the financial problems associated with the life cycle of a business. Includes estimating the financial needs of an enterprise, breakeven point, operating leverage, capital structure, stocks and bonds, and working capital management.

Prerequisite: ACC 101

401 Channel Strategies 3 credits

This course focuses on how to design, develop, and maintain effective relationships among channel members, including retailers and wholesalers. Students learn the logistics of distribution and the economics of channel decisions. Channel management policies and constraints are discussed.

Prerequisite: BUS 269

402 Pricing Strategies 3 credits

This practical course provides a comprehensive, managerially focused guide to formulating pricing strategy. It is a guide to profitable decision making and provides a basis for analyzing pricing alternatives.

Prerequisite: BUS 269

403 Strategic Marketing 3 credits

Strategic marketing examines the concepts and processes for gaining a competitive advantage in the marketplace. This capstone course presents a series of problem cases of actual firms, and focuses on helping students gain an appreciation for decision making in real-world situations.

Prerequisite: All required marketing courses

406 Current Issues and Trends in Business 3 credits

This course looks at emerging paradigms and administrative issues that face today's managers. Students are exposed to a variety of topics.

Prerequisite: Senior status or permission of instructor

415 International Business 3 credits

The intent of this course is to provide a blend of solid research-based information coupled with real world, current, interesting application examples that help explain international business topics. An active learning approach is used in relating text material with real world international situations. The topics include the perspective and environment of international business, the human resource management functions, as well as the strategies and functions of international operations.

Prerequisites: BUS 208

420 Small Business Management 3 credits

Focuses on management practices unique to small businesses, preparation of the student for small business ownership, identifying characteristics of small businesses, and describing the rewards and problems involved in managing retail stores, service firms, and manufacturing firms.

Prerequisites: BUS 208, BUS 269, BUS 371, ACC 101 or permission of instructor

421 Special Topics in Marketing 3 credits

An opportunity for students to explore nontraditional marketing phenomena. Great societal marketing opportunities exist in organizations other than business firms. Special areas of marketing that need attention include nonprofit, health care, education, ideas, places, political candidates, service, and international marketing.

Prerequisite: BUS 269 or consent of instructor

440 Marketing Management 3 credits

A comprehensive study of the management function in marketing. Focus is on analysis, planning, and control of the marketing mix. Decision-making skills are developed through the use of a computer simulation, the case study approach, or through the development of a marketing plan. In either scenario, students are required to demonstrate decision-making skills on product, price, placement, and promotions, as well as market segmentation.

Prerequisites: ACC 101, BUS 208, BUS 269

450 Marketing Research 3 credits

A comprehensive and practical overview of the field of marketing research emphasizing an applied approach with applications that give students an understanding of the scope of marketing research. Computers are utilized to analyze research data.

Prerequisite: BUS 269

465 Special Topics in Business 1-6 credits

Topics vary from semester to semester and are announced with preregistration information.

Prerequisite: Permission of instructor

472 Business Administration Internship 1-6 credits

On-the-job training in the business community. Students must have senior status, a GPA of 2.5 or above, and college dean approval to participate.

480 Independent Study 1-3 credits

Special investigation, with the assistance of a faculty member, of a selected topic of interest. A GPA of 3.0 or above, department chair/program director, and college dean approval is required.

491 Seminar in Business Policies 3 credits

The case-method technique is used to study managerial problems and the decision-making process. Areas covered include strategic planning, setting goals and objectives, marketing, managing, production, public relations, human resources, human relations, and financial management. Computer simulations are used to involve students in decision making in the various areas of the business firm. Graduating seniors and qualified juniors only.

Prerequisites: ACC 101, BUS 105, BUS 207, BUS 208, BUS 269, BUS 352, BUS 371, BUS 306

Chemistry Major

College of Arts and Sciences
Degree BS, Chemistry
Department Chair Charles Saladino, Jr., PhD

Faculty

Anna Fedor, Assistant Professor of Chemistry, BS Pennsylvania State University; PhD Syracuse University

Xuegang Jia, Assistant Professor of Chemistry, BS, MS Harbin Institute of Technology, PhD Southern Illinois University

Larry Pedersen, Professor of Chemistry, BS Clarkson College of Technology; MS, PhD Yale University

Charles Saladino, Jr., Associate Professor of Chemistry, BA, MA Hofstra University; PhD Iowa State University

Chemistry has been called the “central science” because it has applications in so many fields. Graduates with a major in chemistry can select from a variety of jobs in the chemical industry, in government laboratories, or in medical or agricultural research. In addition, they are prepared for graduate studies in chemistry or biochemistry and, with the proper selection of elective courses, for professional studies in medicine, veterinary medicine, and related fields.

At the end of their sophomore year and thereafter, chemistry majors must have and maintain a GPA of 2.5 in courses required for the major in order to remain in good standing in the program, and a GPA of 3.0 to be recommended for graduate or professional schools. Students must earn three credits doing either a summer Internship during their junior year [CHM 490] or by taking research [CHM 460] in (or before) the first semester of their senior year.

Chemistry BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
CHM 133	Chemical Principles	4
MTH 151	Analytic Geometry & Calculus I	3
HIS	History Core	3
ENG	Literature Core	3
PHL	Philosophy Core	3

Second Semester		*Total Credits 16*
CHM 134	Chemical Principles II	4
MTH 152	Analytic Geometry & Calculus II	3
HIS	History Core	3
ENG	Literature Core	3
PHL	Philosophy Core	3

Sophomore Year

First Semester		*Total Credits 15*
CHM 243	Organic Chemistry I	4
PHY 221	Physics I	4
MTH 225	Analytic Geometry & Calculus III	4
FA	Fine Arts Core	3

Second Semester		*Total Credits 14*
CHM 244	Organic Chemistry II	4
PHY 222	Physics II	4
MTH 242	Differential Equations	3
MTH 115	Statistics	3

Junior Year

First Semester		*Total Credits 16*
CHM 355	Physical Chemistry I	4
CHM 350	Chemical Literature	1
CHM 264	Inorganic Quantitative Analysis	5
CPS 101	Introduction To Programming	3
	CPSSS Core	3

Second Semester		*Total Credits 14*
CHM 356	Physical Chemistry II	4
CHM 411	Instrumental Analysis	3
CHM 412	Instrumental Lab I	1
FA	Fine Arts Core	3
	CPSSS Core	3

Summer Elective		*Total Credits 3*
CHM 490	Chemistry Internship*	3

Senior Year

First Semester		*Total Credits 15*
CHM 410	Advanced Inorganic Chemistry	3
CHM 413	Instrumental Lab II	1
CHM 475	Chemistry Seminar	1
CHM 353	Biochemistry I	3
CHM 363	Biochemistry Laboratory	1
CHM 460	Research*	3
RLS	Religious Studies Core	3

Second Semester		*Total Credits 15-16*
CHM	Chemistry Elective	3/4
	Free Elective	3
	Free Elective	3
	Free Elective	3
RLS	Religious Studies Core	3

Total required for graduation 122 credits

Chemistry Course Descriptions (CHM)

101 Chemistry in Context I 4 credits

Offered for non-science major to satisfy the natural science core requirement. The course introduces the science of chemistry in the context of real world problems. Sufficient chemistry background is introduced to enable the student to develop an understanding of problems like global warming, air pollution, water quality and acid rain and possible alternatives for dealing with them. Lecture: 3 hours. Laboratory: 2 hours

Prerequisite: High school chemistry is recommended. Fall only

102 Chemistry in Context II

Offered for non-science majors to satisfy the natural science core requirement. The course continues to introduce the science of chemistry in the context of real world problems such as alternate energy sources, nuclear energy, plastics and polymers, pharmaceuticals, food and genetic engineering. Lecture: 3 hours Laboratory: 2 hours.

Prerequisite: CHM 101. Spring only

104 General Chemistry 4 credits

This course is intended for students majoring in physical therapy, nursing or another health science. Principles of atomic theory, stoichiometry, chemical reactivity, gas and solution behavior, and nuclear chemistry. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: High school chemistry or permission of instructor Fall and Summer only

133 Chemical Principles I 4 credits

Comprehensive study of the fundamental laws and theories of chemistry. The study of atomic structure, ionic and molecular compounds and their reactions, including stoichiometry, and an introduction to thermodynamics. Principles and techniques of systematic qualitative analysis and an introduction to quantitative laboratory procedures. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: High school chemistry or permission of instructor. Fall only

134 Chemical Principles II 4 credits

Continuation of the comprehensive study of the fundamental laws and theories of chemistry. The study of the physical states of matter, solutions, kinetics, equilibria, acids and bases, thermo-dynamics and electrochemistry. Further hands-on laboratory experience illustrating chemical theory and qualitative and quantitative analysis. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 133. Spring only

210 Descriptive Chemistry 3 credits

Discussion and study of elements and their compounds, emphasizing the relationship between the periodic table, chemical and physical properties, and commercial and industrial applications. The study will also include organic compounds and polymers. Lecture: 3 hours.

Prerequisite: CHM 243. Spring only

** Students are required to take a minimum of three credits of either CHM 490 or CHM 460 for graduation.*

243 Organic Chemistry I — 4 credits

Properties, reactions, and spectroscopic analysis of the major classes of carbon compounds. The concepts of chemical structure and functional group will serve as a basis for understanding organic reaction mechanisms and organic synthesis. Laboratory preparation and analysis of a variety of organic compounds. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 134. Fall only

244 Organic Chemistry II — 4 credits

A continuation of the properties, reactions, and spectroscopic analysis of the major classes of carbon compounds. The concepts of chemical structure and functional group will serve as a basis for understanding organic reaction mechanisms and organic synthesis. Laboratory preparation and analysis of a variety of organic compounds. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 243. Spring only

264 Inorganic Quantitative Analysis — 5 credits

Theory and laboratory procedures in typical volumetric, colorimetric, and gravimetric analysis. Lecture: 3 hours. Laboratory: 6 hours

Prerequisite: CHM 134. Fall only

343 Introduction to Physical Chemistry — 4 credits

States and structure of matter; thermodynamics; and thermochemistry. Lecture: 2 hours. Laboratory: 4 hours.

Prerequisites: CHM 244, PHY 222, MTH 152. Alternate years

350 Chemical Literature — 1 credit

Introduces the chemical literature and introduces library/online searching skills. Examines the structure of various types of scientific articles and develops the ability to critically analyze a peer-reviewed journal article. Lecture: 1 hour.

Prerequisite: CHM 244. Fall only

353 Biochemistry I — 3 credits

The study of basic chemical and physical principles in living systems, bioenergetics, enzyme kinetics, and the metabolism of carbohydrates, lipids, amino acids/proteins and nucleic acids. Lecture: 3 hours.

Prerequisite: CHM 244; Concurrent registration for CHM 363 is required for Chemistry and Biochemistry Majors. Fall only

354 Biochemistry II — 3 credits

An in-depth study of the principles and mechanisms underlying bioenergetics, and the integration and hormonal control of the major metabolic pathways. Other topics include the metabolism of fasting/eating, stress, diabetes and alcoholism, free radicals and antioxidants, DNA repair, biochemistry of apoptosis, receptors and transsignaling, lipoprotein/platelet metabolism and cardiovascular risk, and various aspects of clinical chemistry.

Prerequisite: CHM 353. Spring only

355 Physical Chemistry I 4 credits

Properties and structure of gases, thermodynamics, chemical equilibrium, phase equilibrium, solutions, electrochemistry. Lecture: 3 hours. Laboratory: 3 hours

Prerequisites: MTH 242, PHY 222. Fall only

356 Physical Chemistry II 4 credits

Structure of matter, quantum theory, bonding, atomic and molecular spectroscopy, kinetics. Lecture: 3 hours. Laboratory: 3 hours.

Prerequisite: CHM 355. Spring only

363 Biochemistry Laboratory 1 credit

Investigation of the major laboratory techniques used in the study of the physical, chemical, and catalytic properties of biological molecules. Topics include protein chromatography, protein and nucleic acid electrophoreis, enzyme catalysis, PCR, and DNA sequencing. Laboratory: 3 hours.

Prerequisite/corequisite: CHM 353. Fall only

410 Advanced Inorganic Chemistry 3 credits

A comprehensive study of the current theories of bonding and structure within inorganic compounds. The study of transition metal chemistry, their complexes, and the organometalic chemistry of main group elements and transition metals. Lecture: 3 hours.

Prerequisite: CHM 356

411 Instrumental Methods of Analysis 3 credits

Theory and techniques in spectroscopy, electrochemistry, chromatography, and other selected methods of chemical analysis. Lecture: 3 hours

Prerequisites/corequisite: CHM 244, PHY 222, CHM 412. Spring only

105 Introduction to Organic and Biochemistry 4 credits

This course is intended for students majoring in physical therapy, nursing or another health science. Survey of carbon compounds and functional groups with an emphasis on those of biological significance. Introduction to the structures of biomolecules and the relationship between their structure and function within the body. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: CHM 104. Spring and Summer only

412 Instrumental Analysis Laboratory I 1 credit

A practical introduction to chemical instrumentation and methods of analysis. The practice of chromatography, electrochemistry, and other selected methods for chemical analysis will be investigated through laboratory exercises. Laboratory: 3 hours

Prerequisites/corequisite: CHM 244, PHY 222; CHM 411. Spring only

413 Instrumental Analysis Laboratory II 1 credit

A continuation of Instrumental Analysis Laboratory I (CHEM 412). Laboratory projects involving a variety of analytical techniques with an emphasis on spectroscopy and real sample analysis. Laboratory: 3 hours

Prerequisites: CHM 244, PHY 222, CHM 411, CHM 412. Fall only

420 Polymer Chemistry 3 credits

An introduction to the synthesis, properties, and characterization of polymers. The course will cover both addition and condensation polymers, catalysis, and modern methods and instrumentation for the characterization of macromolecules.

Prerequisite: CHM 244

450 Special Topics 1-3 credits

Topic may vary from semester to semester and will be announced with preregistration information and course hours. Students will acquire expertise in a specialized field of chemistry. The precise field of chemistry offered will depend on the requests from students and availability of a qualified faculty member to teach the course.

456 Qualitative Organic Analysis 3 credits

Characterization of organic compounds using classical wet chemical methods and spectroscopic analysis, especially NMR and IR. Lecture: 1 hour. Laboratory: 6 hours.

Prerequisite: CHM 244

460 Research in Chemistry 1-3 credits

Chemical research under the direction of a faculty member of the chemistry department. Students are expected to perform a minimum of three hours of laboratory studies per week per credit hour. The student may register for fewer than three credits with permission of the research director, as long as a total of three credits of research are completed prior to graduation. If the student desires, research in chemistry may be taken as an elective up to a maximum of six credits.

Prerequisite: CHM 244

475 Seminar 1 credit each semester

Current topics. Each student will prepare and present a seminar on a topic from the recent chemical literature or on their own research project. Lecture: 1 hour

Prerequisite: CHM 244, CHM 356

490 Chemistry Internship 3-6 credits

Academic study combined with work experience in an industrial or academic lab.

Prerequisite: Junior standing or approval of Chemistry faculty. Summer only

Clinical Laboratory Science Major

College of Arts and Sciences
Degree BS, Clinical Laboratory Science
For information contact Anthony Serino, PhD

Clinical laboratory science (CLS) (formerly Medical Technology) major offers, through its affiliation with hospital schools, the opportunity to complete the requirements for a bachelor of science degree in four years with a clinical year rotation at an accredited hospital school. CLS majors complete three years in a biology-based curriculum on campus, and then apply for acceptance to an affiliated hospital program at the end of their fourth semester. Admission to a hospital school program is not guaranteed, but Misericordia University maintains a very high success rate. Following the hospital program, the student is eligible to sit for the certification examinations offered by the Board of Registry of Clinical Laboratory Scientists (or Medical Technologists) and the National Accrediting Agency for Medical Laboratory Personnel.

Clinical Laboratory Science BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 17*
CHM 133	Chemical Principles I	4
	Core	3
BIO 101	Gen. Botany, Biological Princ.	4
MTH	Mathematics Bank I	3
FA 102	Cult Syn in Ancient World	3

Second Semester		*Total Credits 14*
CHM 134	Chemical Principles II	4
	Core	3
BIO 102	General Zoology	4
	Core	3

Sophomore Year

First Semester		*Total Credits 17*
BIO 251	Comparative Anatomy	4
CHM 243	Organic Chemistry I	4
PHL 101	Contemporary Self Images	3
PSY 123	Introduction to Psychology	3
	Core	3

Second Semester		*Total Credits 17*
BIO 252	Histology	4
CHM 244	Organic Chemistry II	4
SOC 101	or ECO 207	3
Core		3
Core		3

Junior Year

First Semester		*Total Credits 15*
CHM 353	Biochemistry	3
ENG	Core	3
	Free elective	3
MTH 115	Statistics	3
	Free elective	3

Second Semester		*Total Credits 15*
BIO 243	General Microbiology	4
	Free elective	3
	Core	3
BIO 360	Immunology	1
BIO 346	General Physiology	4

Senior Year

First Semester		*Total Credits 15*
CLS 400	Clinical Microbiology	8
CLS 401	Clinical Chemistry	7

Second Semester		*Total Credits 15*
CLS 402	Clinical Hematology/ Coagulation	5
CLS 405	Clinical Seminar	2
CLS 403	Clinical Immunohematology	4
CLS 404	Clinical Immunology/ Serology	4

Total required for graduation 126 credits

Clinical Laboratory Science Associates

Lancaster General Hospital, Lancaster, Pennsylvania
Program Director Nadine F. Gladfelter, MT (ASCP)
Medical Director James Eastman, MD

The Williamsport Hospital Campus, Williamsport, Pennsylvania
Program Director Loretta Moffatt
Medical Director William Lubbe, MD

Robert Packer Hospital, Sayre, Pennsylvania
Program Director Brian Spezialetti, MS, MT (ASCP)
Medical Director Joseph King, MD

Clinical Laboratory Science Course Descriptions (CLS)

400 Clinical Microbiology — 8 credits

Identification and clinical pathology of bacteria, fungi, viruses, and parasites. Techniques to isolate, stain, and culture, and to determine antimicrobial susceptibility. Instrumentation; quality control.

Fall only

401 Clinical Chemistry — 7 credits

Enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins, metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes, and toxicology as related to the body and diseases. The technical procedures include colorimetry, spectrophometry electrophoresis, chromatography, automation, and quality control.

Fall only

402 Clinical Hematology/Coagulation — 5 credits

The composition and function of blood; diseases related to blood disorders; the role of platelets and coagulation. Manual and automated techniques of diagnostic tests for abnormalities.

Spring only

403 Clinical Immunohematology — 4 credits

Blood antigens, antibodies, crossmatching, hemolytic diseases, and related diagnostic tests. An in-depth study of blood donor service and its many facets such as transfusions, medico-legal aspects, etc.

Spring only

404 Clinical Immunology/Serology — 4 credits

Immune response, immunoglobulins, autoimmunity, and complement and related tests and diseases. Survey and demonstration of serological diagnostic tests.

Spring only

405 Clinical Seminar — 2 credits

Other courses which are not included in the above (such as orientation, laboratory management, education, clinical microscopy) and are unique to the individual hospital program.

Spring only

480 Independent Study 1-3 credits

Special investigation of a selected topic.

Communications Major

College of Arts and Sciences

Degree BA, Communications

Department Chair Richard Crew, PhD

Faculty

Richard Crew, Associate Professor, BA Michigan State University; MS Syracuse University; PhD Union Institute & University

Dan Kimbrough, Visiting Assistant Professor, BS Manchester College, MS Central Michigan University

Melissa Becker Sgroi, Assistant Professor, BA Kings College; MS Ed, Wilkes University

The communications major prepares students for careers in such areas as advertising, public relations, journalism (print, broadcast, and electronic), video and audio production, and writing for print and electronic media. Emphasis is on developing good writing and speaking skills, acquiring professional-level experience across several media platforms, and nurturing aesthetic awareness and creativity.

Majors complete 48 credits in communications and six credits of additional English-related coursework. Required communications courses include human communication media criticism, video production I, Journalism I, and senior seminar – all three credit courses. Majors also take three, one-credit practicum courses (supervised work in student radio, TV and newspaper) over their first two years, followed by one, three-credit campus media internship in junior year. As seniors, majors will complete a three-credit internship with a professional media organization. The practicum courses and internships provide valuable experiential learning as well as contacts with professionals in the media. The student selects the remaining credit hours in the major in consultation with his/her advisor.

General Requirements

Incoming first-year students seeking admission as communications majors must meet the general and specific requirements as stated in this catalog, including a 2.5 GPA in high school. Where a student does not fully meet those requirements, they may become a communications major whenever they achieve an overall university GPA of 2.0 or better. Continuation as a communications major requires that the student maintain a minimum GPA of 2.0 or “C” average, both in the major and in the overall grade point average.

Transfer students must complete all of the requirements listed in the sequence of required courses in this catalog. Approval for transfer credits in communications or approval of off-campus courses in communications rests with the program director.

Communications BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 16*
ENG	Core	3	ENG	Core	3
HIS	Core	3	HIS	Core	3
CPSSS	Core	3	PHL 100	Intro to Philosophy	3
MTH	Mathematics Bank I	3	MTH	Mathematic Bank II	3
COM 101	Human Communication	3	COM 220	Journalism I	3
			COM 173	Practicum	1

Sophomore Year

First Semester		*Total Credits 16*	*Second Semester*		*Total Credits 16*
FA	Core	3	ENG	Composition (COM Cognate)	3
SCI	Science Core	3	SCI	Science Core	3
PHL	Core	3	CPSSS	Core	3
COM 232	Video I Production	3	COM	Elective	3
COM 215	Web Design & Production	3	COM	Elective	3
COM 272	Practicum	1	COM 273	Practicum	1

Junior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
FA	Core	3	RLS	Core	3
RLS	Core	3	COM	Elective	3
COM 306	Media Criticism	3	COM	Elective	3
COM	Cognate (ENG)	3	COM	Elective	3
COM 370	Campus Media Intern	3		Free Elective	3
				Free Elective	3

Senior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
COM 470	Internship	3	COM 490	Senior Seminar	3
COM	Elective	3	COM	Elective	3
	Free Elective	3		Free Elective	3
	Free Elective	3		Free Elective	3
	Free Elective	3		Free Elective	3

Total required for graduation 123 credits

Communications Major - Public Relations & Advertising Specialization

The specialization in public relations/advertising is a focused program of extended study within the communications degree program. This specialization is only available to communications majors.

Communications BA Degree - Public Relations & Advertising Specialization

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 16*
ENG	Core course	3	ENG	Core course	3
HIS	Core course	3	HIS	Core course	3
Beh Sci	Core course	3	PHL 100	Intro to Philosophy	3
MTH	Math Bank I	3	MTH	Math Bank II	3
COM 101	Human Communication	3	COM 220	Journalism I	3
			COM 173	Practicum	1

Sophomore Year

First Semester		*Total Credits 16*	*Second Semester*		*Total Credits 16*
FA	Core course	3	ENG 103	Comp (COM Cognate)	3
SCIENCE	Core course	3	SCIENCE	Core course	3
PHL	Core course	3	Beh Sci	Core course	3
COM 232	Video I Production	3	COM 251	P.R. Prin & Prac	3
COM 215	Web Design & Prod	3	BUS 269	Marketing	3
COM 272	Practicum – Radio	1	COM 273	Practicum – Video	1

Junior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
FA	Core course	3	RLS	Core course	3
RLS	Core course	3	COM 310	Print Design & Production	3
BUS 340	Advertising	3	COM	Specialization Elective	3
COM 207	Media Writing	3	COM 370	Campus Media Internship	3
COM 306	Media Criticism	3		Free Elective	3

Senior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
COM	Cognate (ENG)	3	COM	Specialization Elective	3
COM 460	Integ Com Campaign	3	COM 490	Senior Seminar	3
COM 470	Professional Internship	3	Free elective		3
Free elective		3	Free elective		3
Free elective		3	Free elective		3

Total required for graduation 123 credits

Communications Course Descriptions (COM)

101 Human Communication — 3 credits

The process and theory of communication between two people, in groups, in leadership roles, in public communication and in mass communication.

173/272/273 Practicum — 1 credit

Directed experiences during freshman and sophomore years working with student radio, TV, and newspaper.

204 Film and Filmmakers — 3 credits

An introduction to the art, language, history and theory of film. Students will study films from the 1940's through the present.

207 Media Writing — 3 credits

Instruction and practice in writing public relations materials, commercials and advertising copy.

215 Web Design & Production — 3 credits

An introduction to web design principles and production techniques. This course features hands-on exploration of web design and communication theory. Subjects covered include HTML, interface, graphics, and multimedia.

221 Journalism II — 3 credits

Introduction to copy editing and beat reporting; advanced study and practice in event coverage, research, and interviewing.

Prerequisite: COM 220

220 Journalism I — 3 credits

Introduction to basic news writing and reporting. Emphasis on developing a journalistic style, learning to cover events, and conducting interviews.

225 Photojournalism — 3 credits

The basic elements of photojournalism including fundamentals of digital photography, composition, light and color, along with processing pictures using the Photoshop digital application. Also covered: privacy, libel law, ethics, and taste.

232 Video Production I — 3 credits

Instruction and practice in electronic field production and electronic news gathering. Emphasizes field camera operation, location shooting, and editing of short video segments.

233 Video Production II — 3 credits

Emphasis placed on pre-production, studio production, studio equipment operation, and non-linear post production.

Prerequisites: COM 232

240 Audio Production — 3 credits

Instruction and practice in the creation and duplication of audio tracks for radio, television and multi-media.

251 Public Relations Principles and Practices 3 credits

Instruction and practice in the basics of public relations.

Prerequisite: COM 220 or instructor permission

306 Media Criticism 3 credits

Analysis, evaluation and instruction in the critical process to evaluate media products and messages. The course will emphasize the difference between description, analysis, and opinion.

Prerequisites: COM 101 plus nine additional credits in Communications

307 Communication Research 3 credits

This course will study and practice the various methodologies in communication research.

Prerequisites: COM 101, Junior status

310 Print Design and Production 3 credits

An introduction to print design principles and production techniques. Areas covered include key design principles, fundamentals of professional-level typography, and page-layout software programs to create print publications.

323 Broadcast Journalism 3 credits

News reporting, writing, editing and production of news for the electronic media.

Prerequisite: COM 220 and COM 232, or instructor permission

325 Magazine and Feature Writing 3 credits

Instruction and practice in writing long form pieces for newspapers and magazines.

332 Video III 3 credits

Advanced work in production emphasizing non-linear editing and long-form productions.

Prerequisites: COM 232, COM 233, or instructor permission

339 Media Performance 3 credits

Instruction and practice in on-air performance techniques for television, video, and radio. Includes vocal enunciation and diction, interview preparation, and physical movement. Performance formats include: news, commercials, interviews, radio announcing, and vocal characterization.

Prerequisites: COM 232 or instructor permission

352 Advanced Public Relations 3 credits

Case studies in public relations; experiences creating press kits and in event planning.

Prerequisite: COM 251

360 Media Management 3 credits

Practices, problems and issues in managing a media outlet.

Prerequisite: COM 101, Junior Status

361 Media Programming 3 credits

Instruction and practice in programming electronic media outlets using a framework of industry structures and public demand.

Prequisite: COM 101

370 Campus Media Internship 3 credits

Supervised, hands-on media experience on the Misericordia campus in radio, video, newspaper, or public relations.

Junior status

460 Integrated Communications Campaigns 3 credits

Student teams organize and create communication campaigns by integrating advertising, public relations, sales promotion, direct response and other integrated market communications tools.

Prerequisite: Junior status

470 Professional Internship 3 credits

Directed experiences at a professional media outlet.

Prerequisite: Junior standing and department permission

480 Independent Study 3 credits

In-depth study of a specific topic, selected in consultation with a faculty member.

Prerequisite: Department permission

485 Special Topics 3 credits

Topics will vary from semester to semester and will be announced with pre-registration information.

Prerequisite: Department permission

490 Senior Seminar 3 credits

Capstone course for the communications degree. Reading and study of mass media issues, exploration of media job options, and development of a senior media project.

Prerequisites: Senior standing and COM 101, 220, 232, 306, 370, 470

Computer Science Major

College of Arts and Sciences
Degree BS, Computer Science
For information contact Patricia Lapczynski, RSM, DPS

Faculty

Patricia Lapczynski, RSM, Associate Professor of Computer Science, BA Douglass College; MS Dartmouth College; DPS Pace University

Several different computer science programs are available to respond to a variety of interests and career goals. The computer science curricula follows the recommendations of the Association of Computing Machinery and provides career-oriented education within a strong liberal arts program. The computer science major leads to a bachelor of science in computer science. The program prepares students to pursue careers in scientific or industrial programming and systems analysis, or to continue their education at the graduate level. Students have ample access to computer labs stocked with IBM PC compatibles. All facets of hardware and software are continually upgraded to ensure that students work with the most recent components of this dynamic technology.

In addition, a double major of computer science and mathematics is available by completing five additional approved mathematics courses. Contact the math department chair for details.

Mission

To provide a cooperative and quality academic environment in which students can graduate with an undergraduate liberal arts based degree in computer science and in which faculty are enabled to develop professionally.

Program Objectives

A student who graduates with a degree in computer science can:

- think critically
- reason logically and analytically
- solve abstract and complex problems
- use written, oral and electronic methods for effective communication
- translate verbal material to computer algorithms
- write a well-organized theme
- complete assigned work
- use the scientific method and mathematical techniques to make informed choices among alternative solutions
- discern and articulate the impact of technologies on society
- understand structured and object-oriented programming techniques
- understand database methodology, operating systems, software, and hardware

Admission Requirement

Students should have one year of high school biological science and one year of high school physical science. Students should also have taken sufficient mathematics courses to successfully pass Math 151, 152 and 225.

Retention Criteria

Students should have a minimum average GPA of 2.0 in their major courses.

Upper-level courses are offered in alternate years, so that a student's schedule may not follow this sequence exactly. For example, courses that are shown in the senior year may be taken in the junior year and vice versa.

Computer Science BS Degree

Sequence of Required Courses

First Year

First Semester	*Total Credits 15*		*Second Semester*	*Total Credits 15*	
CPS 101	Introduction to Programming	3	CPS 121	Computer Programming	3
MTH 151	Calculus I	3	MTH 152	Calculus II	3
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3

Sophomore Year

First Semester	*Total Credits 17*	
PHY 221	General Physics I	4
MTH 225	Calculus III	4
MTH 244	Set Theory and Logic	3
	Free elective	3
CPS 221	Introduction to Computer Systems	3

Second Semester	*Total Credits 13*	
PHY 222	General Physics II	4
	Core	3
CPS 222	Computer Organization	3
CPS 485	Special Topics	3

Junior Year

First Semester	*Total Credits 15*	
MTH 241	Linear Algebra	3
	Core	3
CPS 321	Operating Systems, Architecture	3
CPS 231	File Processing	3
CPS 331	Organization Program Lang.	3

Second Semester	*Total Credits 15*	
CPS 232	Data Structures	3
CPS	Free elective	3
	Core	3
	Core	3
MTH 215	Mathematics Statistics	3

Senior Year

First Semester	*Total Credits 15*	
CPS 480	Independent Study	3
CPS	Free elective	3
	Free elective	3
	Core	3
CPS 431	Software Design, Development	3

Second Semester	*Total Credits 15*	
CPS	Free elective	3
CPS	Free elective	3
	Free elective	3
	Core	3
CPS 432	Database Management Design	3

Total required for graduation 120 credits

Computer Science Course Descriptions (CPS)

101 Introduction to Programming 3 credits

Problem-solving methods; algorithm development; procedural and data abstraction; and program design, programming. Intended for students who plan to continue with other computer science courses.

Fall only

121 Computer Programming 3 credits

Control structures, top-down programming and stepwise refinement. Debugging, testing, and documentation.

Prerequisite: CPS 101 or knowledge of language used in CPS101 and permission of instructor. Spring only

130 Computing for Scientists 3 credits

Computers are becoming an increasingly important aspect of the biological, physical and social sciences, whether we use them as part of an existing instrument, whether we're building new equipment, or whether we need to build new software. This course will link the use of various software packages and a programming language that assist the student with the analysis of their scientific data. Not for computer science majors

Fall only

221 Introduction to Computer Systems 3 credits

Basic concepts of computer systems and computer architecture. Machine and assembly language programming.

Prerequisite: CPS 121.

222 Introduction to Computer Organization 3 credits

Organization and structure of the major computer components; mechanics of information transfer and control within the digital computer system; fundamentals of logic design and computer arithmetic.

Prerequisite: CPS 121.

231 Introduction to File Processing 3 credits

File terminology, structure, and manipulation techniques. Sequential and random access bulk storage devices. Applications of data structures and file processing techniques. Introduction to COBOL.

Prerequisite: CPS 121.

232 Data Structures and Algorithm Analysis 3 credits

Design and analysis of non-numeric algorithms, particularly for sorting/merging/searching. Algorithm testing and complexity.

Prerequisite: CPS 231.

321 Operating Systems and Computer Architecture 3 credits

Organization and architecture of computer systems at the register-transfer and programming levels; operating systems principles; inter-relationship of the operating system and the architecture of computer systems.

Prerequisites: CPS 221, CPS 222 (CPS 231 also recommended).

331 Organization of Programming Languages 3 credits

Features, limitations, organization, and run-time behavior of programming languages. Formal study of programming language syntax, grammar, and data and control structures. Examples of language implementations. Continued development of problem-solving and programming skills.

Prerequisites: CPS 121 (CPS 221 and 231 strongly recommended).

412 Computers and Society 3 credits

Concepts of social value and valuations; the effects of computers on society; professional ethics in decisions concerning social impact; and tools and techniques used to solve problems related to social consequences of computers.

Prerequisites: CPS 121 and one of either CPS 221, CPS 222, or CPS 231

431 Software Design and Development 3 credits

Design techniques, organization and management of large scale software development. Students work in programming teams on a major development project. Course is equated with MIS 200.

Prerequisite: CPS 232 (CPS 331 strongly recommended).

432 Database Management Systems Design 3 credits

Introduction to database concepts, data models, data description languages, query facilities, file, and index organization. Data integrity, reliability, and security. Students work with real database management systems.

Prerequisite: CPS 232. Spring only

470 Computer Science Cooperative Education 1-3 credits

Academic study combined with work experience in the community.

Prerequisite: Approval of faculty

480 Independent Study 1-3 credits

Special investigation of a selected topic.

485 Special Topics in Computer Science 1-3 credits

Topics vary from semester to semester and will be announced with pre-registration information.

Prerequisite: CPS 101 or consent of instructor

English Major

College of Arts and Sciences
Degree BA, English
Department Chair Rebecca Steinberger, PhD

Faculty

W. Scott Blanchard, Professor of English, BA Middlebury College; PhD Columbia University

Corine Coniglio, Assistant Professor of English, BA King's College, MA Indiana University of Pennsylvania; PhD Indiana University of Pennsylvania

Patrick L. Hamilton, Assistant Professor of English, BA Portland State University; MA University of Arkansas; PhD University of Colorado

Ruth Kelly, RSM, Professor Emeritus of English, BA College Misericordia; MA Villanova University

Richard P. Lynch, Professor of English, BA St. Michael's College; MA, PhD Southern Illinois University

Thomas P. Rechtin, Visiting Assistant Professor of English, BA De Pauw University, MFA Bennington College; PhD Binghamton University

Allyson Samual, Assistant Professor of English, BA Long Island University; MA Long Island University; PhD Michigan State University

Rebecca Steinberger, Associate Professor of English, BA Wilkes College; MA University of Scranton; PhD Indiana University of Pennsylvania

The English curriculum emphasizes the development of critical reading and writing skills as an essential preparation for professional life or graduate school. Students in English most often seek careers in writing, editing, web design, journalism, law, or teaching at the high school or college level. The English major gives students the ability to adapt to different job markets and career changes. In addition to its focus on improving writing and analytical skills, the program ensures a familiarity with different critical approaches to literature and an understanding of different literary forms, movements, and periods, particularly in the literature of Ireland, Great Britain, and America.

Departmental Goals for the English Major

The program in English helps its major to:

1. Develop critical reading skills that will allow them to approach primary and secondary sources thoughtfully, independently, and with attention to detail.
2. Develop writing skills that will make them competitive on the job market and prepare them for professional life or graduate school.
3. Develop effective research and documentation skills, including the use and evaluation of Internet sources.
4. Understand the development of the English language, its structure and basic elements, and linguistic theories that help to explain it.
5. Develop discussion and oral presentation skills that will allow them to speak effectively in front of others.
6. Acquire a thorough background in English and American literature, and appreciate the perspectives of non-Western literature and the literature of under-represented groups in Western society.
7. Become familiar with different critical theories and approaches to literature.
8. Understand the opportunities open to English majors, and behaviors that will assist them in finding employment or entering graduate school.

Students may choose from two tracks: Literature or Professional Writing.

The literature track provides students with a firm background in English and American literature, in addition to courses in a variety of areas of interest to the faculty, such as Russian literature, film and literature, the protest novel in America, and the literature of revolution. This track has the largest number of free electives and allows students to specialize in pre-law, obtain secondary education certification, or minor in any area of interest. The literature track also provides excellent preparation for those planning to go on to graduate school.

The professional writing track is designed for those interested in careers in writing and related fields such as journalism, feature writing, magazine article writing, publishing, editing, technical writing, advertising, script writing for radio and television, screen writing for film, and other kinds of creative writing. It is also appropriate for students interested in teaching writing.

The sequence of required courses below is for the literature track. Requirements for the professional writing track are as follows: 12 credits of advanced writing courses, including three credits of ENG 203 and nine credits selected from ENG 325, ENG 339, ENG 341 (may be taken twice, for up to six credits), ENG 343, and ENG 345; six credits of internship at local media outlets, PR offices, etc; 18 credits of advanced literature, including Shakespeare, at least four 300-level period courses, and at least one ENG 415; three credits of either ENG 420 (Senior Seminar) or ENG 450 (Senior Thesis). Students in the Writing Track also have to meet the advanced history requirement.

In unusual situations, the English department chair may approve changes in specific course requirements. Final approval for transfer credits in English or approval of off-campus courses in English rests with the English department chair.

Specializations

English majors interested in the legal profession may specialize in pre-law. Misericordia University's pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The combination of English and pre-law makes an excellent preparation for the LSAT. See Pre-law specialization, page 107, for further information.

The secondary education program in English prepares students to teach English at the junior-high and high-school level. In addition to providing the necessary knowledge base in language and literature, the program gives students the skills to identify and assist those with learning disabilities and to use technology effectively in the classroom. The program is fully approved by the Pennsylvania Department of Education and leads to a teaching certificate valid in Pennsylvania for grades 7 through 12 which is transferrable to many other states. See Secondary Education Program in English, page 250, for further information.

Internships

English majors often do internships for credit during their junior and senior years at local media outlets and other businesses. These outlets include two daily newspapers, weekly newspapers, several local radio stations and public relations offices, and local TV affiliates for ABC, CBS, NBC, FOX, and PBS. Internships are available for students in English/Pre-Law at local law offices and offices at the county courthouse. Student editors of Instress, the campus literary magazine, may register one time only for a total of three internship credits. Their work will be supervised and evaluated by the faculty advisor to the magazine.

General Requirements

Incoming first-year students seeking admission to the university as English majors must meet the general and specific admissions requirements of the university as stated in this catalog. When the student does not fully meet those requirements, a personal interview is required. Continuation as an English major requires that the student maintain a minimum 2.0 or "C" average, both in the major and in the overall grade point average.

After transfer credits are applied, transfer students must complete all of the remaining English requirements as listed in the sequence of required courses in this catalog.

Recommendations

To receive a recommendation for graduate school or law school, students must maintain a minimum 3.0 or "B" average, both in the major and in the overall grade point average.

English BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
ENG	Core	3	ENG	Core	3
HIS	Core	3	HIS	Core	3
PHL	Core	3	PHL	Core	3
CPSSS	Core	3	CPSSS	Core	3
MTH	Mathematics Bank I	3	MTH	Mathematics Bank II	3

Sophomore Year

First Semester		*Total Credits 15*
FA	Core	3
SCI	Core	3
RLS	Core	3
ENG 215	Shakespeare	3
ENG 203	Advanced Expository or	
ENG 341	Imaginative Writing	3

Second Semester		*Total Credits 15*
FA	Core	3
SCI	Core	3
RLS	Core	3
ENG	300 Level Literature Course	3
	Free elective	3

Junior Year

First Semester		*Total Credits 15*
ENG	300 Level Literature Course	3
HIS	Advanced History	3
ENG 318	Language Studies	3
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 15*
ENG	300 Level Literature Course	3
ENG	300 Level Literature Course	3
	Free elective	3
	Free elective	3
	Free elective	3

Senior Year

First Semester		*Total Credits 15*
ENG	300 Level Literature Course	3
ENG 420	Senior Seminar or	3
ENG 450	Senior Thesis	
ENG 415	Selected Studies	3
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 15*
ENG 415	Selected Studies	3
HIS	Advanced History	3
	Free elective	3
	Free elective	3
	Free elective	3

Total required for graduation 120 credits

English, Pre-law

College of Arts and Science
Degree BA, English
Department Chair Rebecca Steinberger, PhD
For information contact Brian F. Carso, JD, PhD

The Pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program provides sound preparation for the Law School Admission Test (LSAT) and the graduate study of law.

The program has been carefully designed to develop ability in expression and analytical comprehension, to afford basic information about human institutions and values, and to cultivate the ability to think creatively and critically with thoroughness and independence.

Students may choose to major in English, history, philosophy, or interdisciplinary studies. Upon satisfactory completion of the major program requirements and the Pre-law program requirements, the student will earn a bachelor of arts degree in English, history, philosophy, or interdisciplinary studies with a Pre-law specialization.

Pre-law students must fulfill the general and specific requirements of the university and of the specific major as stated in the catalog for retention in the program and for recommendation to law school.

Pre-law students should register at the pre-law director's office, where advice on course selection and information concerning the Law School Admission Test (LSAT) and law schools can be obtained.

English Pre-law BA Degree

Suggested Course of Study, Pre-professional Curriculum

First Year

First Semester		*Total Credits 3*	*Second Semester*		*Total Credits 3*
POL 100	American National Government	3	POL 103	Global Politics	3

Sophomore Year

First Semester		*Total Credits 3*	*Second Semester*		*Total Credits 3*
POL 251	Law Seminar I	3	POL 252	Law Seminar II	3

Junior Year

First Semester		*Total Credits 3*	*Second Semester*		*Total Credits 3*
POL 405	American Constitutional Law I	3	POL 406	American Constitutional Law II	3

Senior Year

First Semester		*Total Credits 6*	*Second Semester*		*Total Credits 3*
POL 450	Law Internship I	3	POL 451	Law Internship II	3
BUS 352	Business Law	3	POL	Free Elective	3

The total required for graduation is 120 credits.

English Course Descriptions (ENG)

101C Literature of Values: Ancient and Medieval Literary Texts — 3 credits

This course is a survey of major works selected from ancient Greek and Roman literature, and Western European literature of the Middle Ages. Emphasis is on the ways in which specific works reflect the cultural values and historical situations of the peoples who produced them.

102M Literature of Discovery: Modern and Early Modern Literary Texts — 3 credits

This course includes readings in Western European literature from the Renaissance to the 20th century. Emphasis is placed on the ways in which specific works reflect changing values and modern intellectual movements.

103 Composition 3 credits

Instruction and practice in writing skills for college and professional life.

104M Literature of Discovery: American Literature 3 credits

This course includes readings in American literature from the first Europeans to the 20th century. Emphasis is placed on the ways in which specific works reflect changing values and modern intellectual movements.

105 The Research Paper 3 credits

Instruction and practice in writing research papers from the choice of a topic to completion of the final draft. Variable lecture/discussion and laboratory hours.

Prerequisite: ENG 103 or two writing-intensive courses

108G African American Literature 3 credits

This course examines the major African American authors in America, how their texts reflect their sense of identity, and how these texts fit into larger frameworks of American literature. The course also investigates the cultural history behind these works and issues such as stereotyping.

109G Modern World Literature 3 credits

This course focuses on the literatures of modern cultures other than those of Western Europe or North America. Works and authors are discussed in relation to their native cultures and in relation to the ways in which the literature reveals cultural and historical assumptions different from our own.

111G Literature of American Immigrants 3 credits

This course investigates the experiences of different ethnic groups in America. It considers both their introductory experiences to America and their experiences attempting to integrate into American culture. Finally, the course examines ways in which the idea of immigration has remained central to the American myth, while immigrants themselves have often remained marginalized.

112 Speech Communication 3 credits

A content- and performance-oriented course designed to teach the importance of speech communication in today's society. Basic principles of speech communication; application of principles through the creation of communication messages; giving and receiving constructive criticism; and avoiding communication breakdowns.

120 Theatre Production 1 credit

The preparation and presentation of productions including rehearsal, performance, stage management, scenery production, constructing properties, lighting, sound, costumes, programs, box office, publicity, etc. May be repeated for credit.

Cross registration with FA 120

203 Advanced Expository Writing 3 credits

Advanced practice in writing clear prose using various modes of exposition, with an emphasis upon developing and improving style.

Prerequisite: ENG 103 or two writing-intensive courses

205 Beginning Acting 3 credits

Analysis and experience of dramatic literature through performance. Emphasis is placed on building a basic performance vocabulary and technique, and developing confidence and critical thinking skills.

Cross registration with FA 200

215 Shakespeare 3 credits

Introduces the student to Shakespeare through a careful reading and analysis of two or more genres of Shakespearean drama in seven or eight of the major plays. A number of approaches may be taken to the plays, such as their dramaturgy and structural composition, as well as the intellectual and social background of Shakespeare's age.

Prerequisite: Literature core

220 Theatre in Performance 3 credits

Examination of dramatic texts in performance and the history of dramatic production in a variety of cultures. Main focus is on Western traditions, but some Eastern traditions are included.

Prerequisite: Literature core

300 Classics of Western Literature 3 credits

A study of the major works that have influenced Western writers, with emphasis on the characteristics of different types of literature and cultural backgrounds. Readings include works by Homer, Dante, and Goethe.

Prerequisite: Literature core

301 Teaching Writing 3 credits

This course offers practice in writing short essays and in responding to the writing of others. Review of grammar and sentence construction is included as needed.

302 Myth and Symbol 3 credits

This course surveys texts that focus on a major literary symbol or myth across time and genre, and examines how these devices have provided continuity for authors from different centuries, and how they have changed in response to cultural changes. Examples include the underworld, the journey, the knight, and the machine.

Prerequisites: ENG 101C, ENG 102M

318 The Study of Language 3 credits

An introduction to the phonology, morphology, lexicon, and syntax of English. Approaches include both an overview of the development of English from the perspective of historical linguistics and an analysis of English from the perspective of structural linguistics. Topics covered include the IPA phonetic system, Indo-European roots of English, borrowings into English, traditional and transformational grammar, and dialect.

320 19th Century American Literature 3 credits

A survey of major 19th century American authors in the Romantic and Realist traditions, with special attention to cultural backgrounds.

Prerequisites: ENG 101C, ENG 102M

321 20th Century American Literature 3 credits

A study of the major American novelists, poets, and dramatists of the 20th century. Emphasis will be on the realistic/naturalistic school and on cultural backgrounds that influenced American writers.

Prerequisites: ENG 101C, ENG 102M

325 Feature and Magazine Writing 3 credits

Practice in writing longer articles suitable for both newspaper and magazine publishing.

Prerequisite: ENG 103 or two writing-intensive courses; cross-listed with COM 325

339 Technical Writing 3 credits

Technique and practice in writing basic technical reports. Guidelines for scientific reporting, memoranda, progress reports and formal documents.

Prerequisites: Two writing-intensive courses or ENG 103

341 Imaginative Writing 3-6 credits

Practice and development of writing skills in poetry, fiction, and drama. The course will be conducted as a workshop.

Prerequisite: ENG 103 or two writing-intensive courses

343 Writing for Media 3 credits

Basic communication technique with an emphasis on news values, reporting and writing.

Prerequisite: ENG 103 or two writing-intensive courses

345 Fiction Writing

A workshop in the writing of short fiction. Students will analyze the techniques of story writers, write their own original stories, and take part in class critiques of drafts.

Prerequisite: ENG 341 or permission of instructor

347 17th Century Literature 3-6 credits

Intensive study of one or more selected authors, genres or movements, including such topics as Cavalier and Metaphysical poetry, the Age of Milton, religious poetry and prose, and the epic. May be repeated once on a different topic.

Prerequisite: Literature core

350 Medieval and Renaissance Literature 3-6 credits

Intensive study of a number of authors from the late medieval and Renaissance periods in European literature. Topics for each offering will be specified in advance, but may include Renaissance humanism and the imitation of classical literary models, the development of the lyric, medieval and Renaissance traditions of allegory, or the literary expression of dissent in medieval and Renaissance literature. May be repeated once on a different topic.

Prerequisite: Literature core

351 Restoration and 18th Century Literature 3 credits

Intensive study of authors, genres, and movements between 1660 and 1800, including restoration drama, the mock-epic, satire, and the beginning of the novel. Literary works are discussed in the context of political events such as the Puritan Revolution and its aftermath, and social changes, especially the increasing importance of the middle class.

Prerequisite: Literature core

352 19th Century British Literature 3 credits

Intensive study of the literature of the Romantic and Victorian periods. Emphasis is placed on the historical and cultural contexts of the French and Industrial Revolutions, and their influence on major Romantic poets and Victorian poets and novelists.

Prerequisite: Literature core

353 20th Century British Literature 3 credits

Intensive study of selected 20th century authors and movements. Covers major modernist figures such as Eliot and Joyce, and relates them to changes in 20th-century society. Also covers postmodernism in poetry and fiction.

Prerequisite: Literature core

354 Russian Literature 3 credits

A survey of the most important Russian writers of narrative poetry and fiction in the 19th century, from about 1825 to 1905. Emphasis will be placed on ways in which the literature reflects both European literary influence and specifically Russian history, culture and ideas.

Prerequisite: Literature core

362 Fairy and Folk Tales 3 credits

An examination of the development of fairy and folk tales from the Italian Renaissance through the literary fairy tale of late 17th century France to 19th and 20th century examples of the genre. Emphasis will be placed on the cultural circumstances that produced the tales and the consequent views of their function in society.

Prerequisite: Literature core

415 Selected Studies in Literature 3-9 credits

Intensive study of a specific author, period, genre, literary circle, or topic. Topics vary quite broadly and frequently contain interdisciplinary components; students may also request areas for study.

Prerequisite: Literature core

420 Senior Seminar 3 credits

Students engage in a semester-long research project while also acquiring some knowledge of advanced literary criticism and critical theory. Texts will vary depending on instructor. Must be taken if ENG 450 (Senior Thesis) is not chosen.

Prerequisite: Senior English major status

450 Senior Thesis 3 credits

Students will write an independently chosen thesis under the careful supervision of a faculty mentor. Students will master all phases of the research process, including the gathering of research from traditional and electronic bibliographical sources, standard systems of bibliographical citation, and organization of a developed and original argument.

Prerequisites: Senior English Major status. Fall only

470 Internship 3-12 credits

Academic study combined with work experience in the community at newspapers, radio and TV stations, public relations offices, and other media outlets requiring good communication skills.

Prerequisites: ENG 103, 203, or three writing-intensive courses

480 Independent Study 1-6 credits

Special investigation of a selected literary topic. English majors only.

Prerequisite: Literature core

Health Care Management Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Health Care Management, Five-year Track BS, Health Care Management and MBA
Department Chair Fred J. Croop, MBA, CMA, CPA
For information contact Allen Minor, DBA

The Health Care Management major will provide the student with a broad-based business and health industry background emphasizing the business side of health care. The coursework will examine in detail all aspects of the health care delivery system, including all levels and modalities. The reimbursement and finance system will be examined for all public and private payment and reimbursement systems currently in place. In addition, the strengths and weaknesses of today's U.S. Health Care System of health care delivery, outcomes, measurement and financing mechanism are examined in detail. Recent proposals for health care reform are described, debated, and critically evaluated, while incremental measures currently under consideration are thoroughly examined.

Health Care Management BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
BUS 105	Basic Computer Technology	3	HCM 101	Intro. to Health Systems	3
ACC 101	Principles of Accounting	3	MIS 110	Intro. to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
HP 110	Intro. to HC Informatics	3	BUS 107	Essential Communications	3
BUS 207	Contemporary Economics	3	BUS 269	Principles of Marketing	3
BUS 208	Principles of Management	3	HP 120	Current Issues and Trends in HCI	2

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 371	Financial Management	3
BUS 352	Business Law	3
MIS 200	Systems Analysis	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 307	Management Science	3
BUS 306	Organizational Behavior	3
HCM 371	HC Reimburse and Finance	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
BUS 360	Mgmt of Human Resources	3
HCM 403	Health Care Strategic Mgmt	3
BUS 415	International Business	3
	Free Elective	3

Second Semester		*Total Credits 16*
	Core	3
MIS 432	Database Mgmt	3
HP 230	HC Informatics Internship	1
HCM 406	Current Issues & Trends in HC	3
	Free Elective	3
	Free Elective	3

Total required for graduation 120 credits

Health Care Management Major Health Care Informatics Specialization

The specialization in health care informatics provides a strong, generalist foundation in this rapidly, developing science. This specialization is designed to prepare students for entry into the health care informatics field and to enhance career advancement opportunities. The course sequence emphasizes a strong, basic background in information technology and provides students with the requisite skills needed to prepare them to work with health care informatics applications such as use of the electronic health record and telehealth. Students who complete the health care informatics specialization will be prepared to analyze, design and implement technology systems within a health care organization. The sequence may also be taken as a certificate, page 118.

Health Care Management Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
Core		3
Core		3
Core		3
BUS 105	Basic Computer Technology	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 15*
Core		3
Core		3
Core		3
BUS 107	Essential Communications	3
MIS 110	Intro to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
Core		3	Core		3
Core		3	Core		3
Core		3	Core		3
HCM 101	Intro to Health Systems	3	BUS 269	Principles of Marketing	3
BUS 208	Principles of Management	3	BUS 207	Contemporary Economics	3

Junior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
Core		3	Core		3
BUS 371	Financial Management	3	Free elective		3
BUS 352	Business Law	3	BUS 306	Organizational Behavior	3
BUS 360	Human Resource Mgmt	3	HCM 371	HC Reimburse & Finance	3
Free elective		3	Free elective		3

Senior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
Core course		3	Core course		3
HCM 401	Managed Care	3	HCM 452	Health Care Law	3
HCM 403	Health Care Strategic Mgmt	3	HCM 469	Health Care Marketing	3
BUS 415	International Business	3	HCM 406	Current Iss./ Trends in HC	3
Free elective		3	Free elective		3

Total required for graduation 120 credits

For description and requirements of the Five-year Track BS, Health Care Management and MBA, see MBA program description.

Health Care Management Major Management Specialization

The specialization in management will provide the student with a broad-based business and health industry background emphasizing the business side of health care. The coursework will examine in detail all aspects of the health care delivery system, including all levels and modalities. The reimbursement and finance system will be examined for all public and private payment and reimbursement systems currently in place. In addition, the strengths and weaknesses of today's U.S. Health Care System of health care delivery, outcomes, measurement and financing mechanism are examined in detail. Recent proposals for health care reform are described, debated, and critically evaluated, while incremental measures currently under consideration are thoroughly examined.

Health Care Management Management Specialization Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
Core course		3
Core course		3
Core course		3
BUS 105	Basic Computer Technology	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 15*
Core course		3
Core course		3
Core course		3
BUS 107	Essential Communications	3
MIS 110	Intro to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*
Core course		3
Core course		3
Core course		3
BUS 207	Contemporary Economics	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 15*
Core course		3
Core course		3
Core course		3
BUS 269	Principles of Marketing	3
HCM 101	Intro to Health Systems	3

Junior Year

First Semester		*Total Credits 15*
Core course		3
Core course		3
Core course		3
BUS 371	Financial Management	3
BUS 352	Business Law	3
BUS 360	Human Resource Mgmt	3
Free elective		3

Second Semester		*Total Credits 15*
Core course		3
Free elective		3
BUS 306	Organizational Behavior	3
HCM 371	HC Reimburse & Finance	3
BUS 360	Management of Human Resources	3

Senior Year

First Semester		*Total Credits 15*
Core course		3
BUS 465*	Special Topics in Business	3
HCM 403	Health Care Strategic Mgmt	3
BUS 415	International Business	3
Free elective		3

Second Semester		*Total Credits 14*
Core course		3
BUS 420	Small Business Mgmt.	3
HCM 469	Health Care Marketing	3
HCM 406	Current Iss./ Trends in HC	2
Free elective		3

Total required for graduation 120 credits

Health Care Management Major Marketing Specialization

The health care management degree with a marketing specialization explores both provider and consumer perspectives of health care marketing, market distribution channels, and the impact the Internet has had on both marketing and market distribution. The marketing specialization will prepare students for a marketing or sales career in health care by offering a strong base of business-related marketing courses, along with marketing specifically related to the health care industry. It will prepare students for careers in a broad range of health care institutions, both public and private. Hospitals, skilled nursing facilities, home health agencies, pharmaceutical and biotechnology companies are examples of those employing sales and marketing professionals.

Health Care Management Marketing Specialization Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 105	Basic Computer Technology	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 107	Essential Communications	3
MIS 110	Intro. to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 207	Contemporary Economics	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 269	Principles of Marketing	3
HCM 101	Intro. to Health Systems	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
BUS 371	Financial Management	3
BUS 352	Business Law	3
BUS 360	Mgmt. of Human Resources	3
	Free elective	3

Second Semester		*Total Credits 15*
	Core	3
BUS 321	Product and Service Mrkting	3
BUS 306	Organizational Behavior	3
HCM 371	HC Reimburse and Finance	3
BUS 307	Management Science	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
BUS 450	Marketing Research	3
HCM 403	Health Care Strategic Mgmt	3
BUS 415	International Business	3
	Free elective	3

Second Semester		*Total Credits 14*
	Core	3
BUS 401	Channel Strategies	3
HCM 469	Health Care Marketing	3
HCM 406	Current Iss. and Trends in HC	2
	Free elective	3

Total required for graduation 120 credits

Health Care Management Course Descriptions (HCM)

101 Introduction to Health Systems 3 credits

The course is designed to give students a basic understanding of the health care system in the United States. It describes the basic components of the delivery system, and examines the history and evolution of the system. Trends in health care management, delivery, and financing are analyzed, including a critical analysis of the system, examining its strengths and weaknesses. The features of Medicare and Medicaid programs, including possible future funding scenarios, are thoroughly examined.

371 Health Care Reimbursement and Finance 3 credits

This course provides a broad-based overview of the managerial aspects of health care finance, beginning with a brief review of accounting systems in health care institutions. A comprehensive review of health care reimbursement structures is presented for acute care facilities, nursing homes, rehabilitation facilities, home health, and hospitals. Cost behavior and cost analysis concepts are examined. Budgeting and internal control, including auditing concepts and techniques, are explored. Service volume financial modeling techniques are explained.

Prerequisites: BUS 371 Finance, HCM 101 Intro to Health Systems

401 Managed Care 3 credits

This course is designed to give students a comprehensive understanding of managed care in the United States. It describes the environment leading to the development of managed care, its intended purpose, the types of managed care organizations, strengths and weaknesses of managing care, and its impact on consumers and providers.

403 Health Care Strategic Management 3 credits

In this course the student will develop skills to manage health services organizations from a strategic perspective. It will examine the use of systematic assessment of both the internal and external environment of the organization. Emphasis will be placed on the development of business strategies to meet the needs of multiple markets. Recent successes and failures in the health care industry will be studied.

Prerequisites: HCM 101 Intro to Health systems

406 Current Issues and Trends in Health Care Management 3 credits

This is an issues-oriented course that examines the health care delivery system in the United States that reviews the entire continuum of care relative to current trends and recent changes in legislation, market forces, and consumer attitudes and preferences.

The key issues confronting health care today will be identified, causes will be examined, and reasonable solutions will be proposed and debated.

Prerequisites: HCM 371 Health Care Reimbursement and Finance, HCM 403 Health Care Strategic Management

452 Health Care Law 3 credits

This course is designed to give students a comprehensive understanding of health care law in the United States. It describes the basic components of the law impacting healthcare, and the evolution of the law leading up to the current statutes, regulations and case law.

469 Health Care Marketing 3 credits

Health care marketing will provide an examination of marketing principles and processes related to health care organizations. It is an introduction to the process of marketing products, services, and organizations in the health care industry to meet the needs of domestic and global customers. Product, price, distribution channels, service and marketing communication strategies are examined. It explores the provider and consumer perspectives of marketing, as well as the impact of the Internet on delivery systems. Company analysis, market segmentation, the use of market research, product pricing and distribution, advertising, and target markets are examined.

Prerequisites: BUS 269 Principles of Marketing, HCM 101 Intro to Health Systems

Certificate in Health Care Management

The Health Care Management major is also offered as a 15-credit certificate. The courses required to complete the certificate program are as follows: *

HCM 101- Introduction to Health Systems

HCM 403- Health Care Strategic Management

HCM 469- Health Care Marketing
HCM 371- Health Care Reimbursement and Finance
HCM 406- Current Issues and Trends in Health Care

- Prerequisites as listed in course descriptions will apply to all courses shown above. Please refer to course descriptions.

  According to a study recently released by the U.S. Department of Labor, six of ten fastest growing jobs to the year 2020 are in health care. In Northeastern Pennsylvania, these jobs will grow at an even faster rate.

  The certificate program in health care management is designed for: business and health care professionals having a degree in another discipline, enabling these individuals to advance in the health care field; or those who are planning a career change to the health care field, thus requiring specific knowledge of today's health care industry. It is suitable for associates or bachelors' degree graduates in:

- Any undergraduate major, particularly those in business, human services, nursing, dental hygiene, or other health discipline.
- Any professional clinicians, including nurses, licensed professionals, dentists, and physicians.

The flexibility of the program allows those without a bachelor's degree to fully apply credits earned in the certificate program toward the attainment of a bachelor's degree in health care management.

**With permission of business chair.*

History Major

College of Arts and Sciences
Degree BA, History
Department Chair David Wright, PhD

Faculty

Allan W. Austin, Associate Professor of History, BA, MA Bowling Green State University; PhD University of Cincinnati

Brian F. Carso, Jr., Assistant Professor of History, BA, MA University of Rochester; JD State University of NY at Buffalo, School of Law; PhD Boston University

Donald O. Fries, Professor Emeritus of History, BA, MA, University of Michigan; PhD Michigan State University

Thomas Hajkowski, Assistant Professor of History, BA Seton Hall University; MA Villanova University, PhD Northwestern University

Louis Maganzin, Professor Emeritus of History, BA St. Bonaventure; MA, PhD Georgetown University

David C. Wright, Associate Professor of History, BA Kenyon College; MA, PhD University of Wisconsin-Madison

Following a major course of study in history provides a student with a strong liberal arts background. The study of history can broaden a student's perspective on local, national, and international issues. It fosters an understanding of the complexity of human motivation and action, providing a critical approach to looking at the past. The history program cultivates the ability to think, write, and speak clearly with thoroughness and independence.

History majors must fulfill the core curriculum requirements in addition to completing 33 credits in history. Advanced history courses require six credits of core history/political science courses as prerequisites.

General Requirements

Incoming first-year students seeking admission as history majors must meet the general and specific admissions requirements of the university as stated in this catalog. In cases where the student does not fully meet them, a personal interview is required.

Continuation as a history major requires that the student maintain a minimum of a 2.0 or "C" average in the major and a similar total grade point average. A student on academic probation for two consecutive semesters will be dismissed from the major.

Transfer students must complete all the history requirements as listed in the sequence of courses in this catalog.

Internship

Internships for history majors are assigned on the basis of availability. Pre-law internships are required as a part of the pre-law specialization. Majors who desire to pursue internships must receive prior approval of the department chair or work out the details with the pre-law advisor. Internships may only be taken if the student has a "B" average in the major and is a fully accredited junior or senior.

Recommendation

To receive a recommendation for graduate study or law school, the student must maintain the minimum of a "B" in the major, pre-law specialization, and total grade point average.

History BA Degree

Sequence of Required Courses (without specialization or certification)

First Year

First Semester		*Total Credits 15*
HIS 101	Western Civilization I	3
MTH	Mathematics Bank I	3
ENG	Core	3
PHL 100	Introduction to Philosophy	3
POL 100	American Natl. Government	3

Second Semester		*Total Credits 15*
HIS 102	Western Civilization II	3
MTH	Mathematics Bank II	3
ENG	Core	3
PHL	Core	3
POL 103G	Global Politics	3

Sophomore Year

First Semester		*Total Credits 15*
FA	Core	3
SCI	Core	3
CPSSS Core.	Sociology, Psych., or Econ.	3
HIS 103	United States History I	3
	Free elective	3

Second Semester		*Total Credits 15*
FA	Core	3
SCI	Core	3
CPSSS Core	Sociology, Psych., or Econ.	3
HIS 104	United States History II	3
	Free elective	3

Junior Year

First Semester		*Total Credits 15*
HIS 405	Seminar on History	3
RLS	Core	3
HIS 210	History of England or Britain	3
	Free elective	3
HIS/POL	Free elective	3

Second Semester		*Total Credits 15*
HIS 491	Research Seminar	3
RLS	Core	3
HIS	Free elective	3
HIS	Free elective	3
	Free elective	3

Senior Year

First Semester		*Total Credits 15*
HIS	Free elective	3
ENG	Advanced elective	3
HIS/POL	Free elective	3
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 15*
HIS/POL	Free elective	3
ENG	Advanced elective	3
SOC 221	Cultural Minorities	3
	Free elective	3
GEO 202	Cultural World Geography	3

Total required for graduation 120 credits

History Major Pre-law Specialization

Degree BA, History
Department Chair David Wright, PhD
For Information Contact Brian F. Carso, JD, PhD

The pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program provides sound preparation for the Law School Admission Test and the graduate study of law.

History Pre-law Specialization Degree

Suggested Course of Study

First Year

First Semester *Total Credits 15*

HIS 101	Western Civilization I	3
PHL 100	Introduction to Philosophy	3
CPSSS Core.	Sociology, Psychology, or Econ.	3
ENG	Core	3
POL 100	American National Government	3

Second Semester *Total Credits 15*

HIS 102	Western Civilization II	3
PHL	Core	3
CPSSS Core	Sociology, Psychology, or Econ.	3
ENG	Core	3
POL 103	Global Politics	3

Sophomore Year

First Semester *Total Credits 15*

FA	Core	3
MTH	Mathematics Bank I	3
HIS 103	United States History I	3
POL 251	Law Seminar I	3
SCI	Core	3

Second Semester *Total Credits 15*

FA	Core	3
MTH	Mathematics Bank II	3
HIS 104	United States History II	3
POL 252	Law Seminar II	3
SCI	Core	3

Junior Year

First Semester *Total Credits 15*

HIS 405	Seminar on History	3
RLS	Core	3
HIS 210	History of England or Britain	3
POL 405	American Constitutional Law I	3
	Free elective	3

Second Semester *Total Credits 15*

HIS 491	Research Seminar	3
RLS	Core	3
HIS	Free Elective	3
POL 406	American Constitutional Law II	3
	Free elective	3

Senior Year

First Semester *Total Credits 15*

HIS	Free Elective	3
ENG	Advanced Elective	3
SOC 221	Cultural Minorities	3
POL 450	Law Internship I	3
BUS 352	Business Law	3

Second Semester *Total Credits 15*

HIS/POL	Free Elective	3
ENG	Advanced Elective	3
GEO 202	Cultural World Geography	3
POL 451	Law Internship II	3
POL	Advanced Elective	3

The total required for graduation 120 credits

History Major Secondary Education Certification

Degree BA, History
Department Chair David Wright, PhD

The Secondary Education Program in Citizenship is designed to prepare students to become secondary school social studies teachers, and in particular to equip them with the skills to identify and assist students with learning disabilities. The emphasis is on history, along with a number of courses in political science, geography, sociology, anthropology, and economics. This program has been continually refined to keep pace with developments in the field of education. Fully approved by the Pennsylvania Department of Education, this program leads to a teaching certificate valid in Pennsylvania (grades 7–12) and transferable to many other states. See history/secondary education, page 254 for further information.

History Course Descriptions (HIS)

101 History of Western Civilization I — 3 credits

This course is a study of the main currents in Western cultural, social, political, and intellectual history from the classical period to the Napoleonic era. Emphasis is on the social development of culture and the intellect of the classical period and how Western society has transformed and strengthened them. The course includes discussions of texts from a critical point of view along with written assignments.

102 History of Western Civilization II — 3 credits

This course is a study of the main currents in Western cultural, social, political, and intellectual history from the Napoleonic era to the present. Emphasis is on the social themes that influenced and shaped the modern Western world. The course will include discussions of texts from a critical point of view along with written assignments

103 United States History to 1865 — 3 credits

A survey of significant political, economic, social, and intellectual themes in the development of the United States from Colonial times until 1865.

104 United States History since 1865 — 3 credits

American society is based upon combined cultures and groups. This course is a study of how that multicultural framework is embedded in the narrative of American history since the Civil War. Emphasis is on the participation, problems, and contributions of women, Native Americans, African Americans, immigrants, labor, and other minority groups. This course includes analytical writing and discussion of readings.

201 History of 19th Century Revolutions — 3 credits

Detailed study of the political, social and intellectual events that culminated in the revolutions of 1789, 1830, and 1848. Emphasis is on the industrial and economic conditions that led to 19th century radical movements.

Prerequisite: Two semesters of History/Political Science Survey. (On demand)

204 Survey of Latin America: Modern — 3 credits

History 204 surveys Latin American civilization from 1810, the era of Independence, to the contemporary period. Part I takes up the history of nineteenth-century Latin America, first analyzing the challenges of Independence, and then describing the impact of economic modernization from 1870. Part II examines the 20th century—the era of Latin American Revolutions.

Prerequisite: Two semesters of History/Political Science Survey. (On demand)

207 History of Russia 3 credits

Study of the great Kievan empire, the Mongol yoke, the rise of Muscovite Tsars, the expansion of absolutism, and empire and social revolution.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

208 History of the Soviet Union 3 credits

The development of the Soviet Union from its revolutionary beginnings in 1917 through social upheaval, the terror of the purges, the tragedy and triumph of World War II, and the dismantling of the Soviet system.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

210 History of England 3 credits

A detailed study of the Tudor-Stuart period. Emphasis is on the reigns of Henry VIII and Elizabeth I. The course culminates with the crisis between crown and parliament under the Stuart kings.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

211 History of Britain 3 credits

The development of British history from 1689 to the present. This course stresses the development of parliamentary government, the growth of the empire, and the emergence of Great Britain as a leading world power.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

213 Modern French History 3 credits

This course surveys the events of the Napoleonic Era, Restoration Period, July Monarchy, Second Republic, Second Empire, and Third Republic. It concludes by examining France during and since World War II. In addition to the country's stormy political history, social and cultural changes are also analyzed.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

320 Selected Studies in History 3 credits

A lecture and discussion approach to the study of special themes in history. On request, students may take this course more than once if the theme they are studying differs.

Prerequisite: Two semesters of History/Political Science Survey. (On demand)

321 Nazi Germany 3 credits

An in-depth study of totalitarianism focusing primarily in Germany from 1920–1945. Emphasis on the career of Adolph Hitler, the SS, the Nazi state, the destruction of European Jewry, and World War Two. Secondary emphasis on the phenomena of racism and nationalism.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

322 World Wars, Cold War, and Beyond 3 credits

In the 20th century, the United States emerged as the world's strongest nation. This course offers a survey of U.S. foreign relations during that time. It examines issues, including both World Wars, origins and history of the Cold War, episodes of international revolutionary nationalism, wars in Korea, Vietnam, and the Persian Gulf, U.S./Latin American relations, years of nuclear deterrence, and the challenges of globalization.

Prerequisite: Two semesters of History/Political Science core sequence. (On demand)

325 The Civil War Era 3 credits

This course examines the regional events leading to the outbreak of the Civil War, the prosecution of the War, and its aftermath. It surveys the experiences of Americans—southern and northern, white and black–exploring how they were affected by and how they influenced the events of the time and nation.

Prerequisite: History/Political Science core sequence. Alternate years

328 American Women's History 3 credits

This course explores women's experiences in the United States from Colonial times to the present. It surveys women of different ethnic, racial, and class backgrounds, exploring how women were affected by, and how they themselves influenced, the historic events of the nation.

Prerequisite: History/Political Science core sequence. Alternate years

330 Immigration and American Ethnic History 3 credits

This course examines the history of the United States as the history of immigration. Emphasis is placed on better understanding the multicultural history of the United States through the study of both primary and secondary evidence.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

340 Film and History 3 credits

This course examines the relationship between film and history, with an emphasis on the utility of studying film to better understand the past.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

405 History Seminar 3 credits

A reading and discussion seminar focusing on one of the following topics: recent American history or European intellectual history.
Prerequisite: Two semesters of History/Political Science Survey. Offered annually

407 European Cultural Movements 3 credits

The course introduces the student to the major artistic and literary movements of late 19th and early 20th century continental Europe. The student develops an understanding of the historical and aesthetic significance of such avant-garde movements.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

408 Europe Since 1945 3 credits

This course describes and analyzes the economic, social, political, and cultural developments that have taken place in Europe since 1945. Major topics that are studied include rebuilding Europe physically and psychologically after World War II, the advent of the Cold War, the events of 1968, and recent problems, such as reactions to immigration.

Prerequisite: Two semesters of History/Political Science Survey. Alternate years

410 Seminar on Global Issues 3 credits

A reading and discussion seminar focusing on different political, social, and economic issues which affect the late 20th-century world. This course explores current issues in an historical perspective.

(On demand)

413 History Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

Prerequisite: Permission of director. (On demand)

450 History Internship 3 credits

Directed field experience in archival and/or museum projects for junior and senior students. Students are supervised by professional staff in cooperation with history faculty. Permission of the instructor required.

Prerequisite: Permission of director. (On demand)

480 Independent Study 1-3 credits

Special investigation of a selected topic.

(On demand)

491 Research Seminar 3 credits

An introduction to historical methods and research. Students select a topic for a bachelor thesis and then are guided in their research and writing. Offered annually. Required of history majors, usually taken in the junior year.

Prerequisites: Two semesters of History/Political Science Survey

Information Technology Major Management Information Systems (MIS) Specialization

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Information Technology, Five-year Track BS, Information Technology and MBA
Department Chair Fred J. Croop, MBA, CMA, CPA
For information contact Sr. Patricia Lapczynski, RSM, BA, MS, DPS

The information technology degree with a specialization in MIS constitutes an interdisciplinary approach to modern information systems, providing strong foundations in business and computer science as they relate to business information management, development, and operations. It provides a melding of the two disciplines since the development of a computer-based information system is not merely a technological exercise; it also has managerial, organizational, and behavioral implications. The information technology degree with a specialization in MIS offers a strong foundation in computer science, business theory and practice, and the related role of information flow within an organization.

The information technology degree with a specialization in MIS provides majors a balance of theory and practice in both disciplines and prepares students for entry-level positions in such fields as systems analysis, systems design, and information systems management.

Students are given instruction in business writing and presentation skills.

Information Technology (MIS Specialization) Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 105	Basic Technology	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 107	Essential Communications	3
MIS 110	Introduction to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 207	Contemporary Economics	3
MIS 101	Programming I	3
ACC 101	Principles of Accounting	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
MIS 121	Programming II	3
BUS 269	Principles of Marketing	3
ACC 311	Managerial Accounting	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
MIS 310	Managerial Applications of OOP I	3
MIS 200	Systems Analysis	3
BUS 352	Business Law	3

Second Semester		*Total Credits 16-18*
	Core	3
	Core	3
MIS 312	Software Engineering	3
BUS 306	Organizational Behavior	3
BUS 360	Management of Human Resources	3
	Elective	1-3

Senior Year

First Semester		*Total Credits 15*
	Core	3
MIS 231	Introduction to File Processing	3
MIS 220	Applied Networking Design	3
BUS 371	Finance	3
BUS 415	International Business	3

Second Semester		*Total Credits 12-15*
	Core	3
MIS 432	Database Management	3
	Elective	2-3
MIS 491	Information Technology Management	3
	Elective	1-3

Total required for graduation 123 credits

For description and requirements of the Five-year Track BS, Information Technology (MIS Specialization) and MBA, see MBA program description, page 324.

Management Information Systems Course Descriptions (MIS)

101 Programming I 3 credits

Problem-solving methods; algorithm development; procedural and data abstraction; program design, and programming. Intended for students who plan to continue with other Computer Science courses.

110 Introduction to Information Systems 3 credits

An interdisciplinary study that views information as an economic resource. The course focuses on computer-based information systems that support the operations, management, and decision functions of an organization and explores the basic technical, behavioral, economic, and organizational concepts relevant to information, decision making, and systems. Topics include the methodology and practice of developing a computerized information system; the organization, management and control of the information system; and the social impact of information technologies.

121 Programming II 3 credits

Control structures, top-down programming, and stepwise refinement. Debugging, testing, and documentation. Lecture: 2 hours Laboratory: 2 hours.

200 Systems Analysis, Design, and Implementation 3 credits

A study of systems analysis from the standpoint of the life-cycle phases of information systems. Emphasis is on the development of information systems, information requirements analysis, the system design phase, the implementation phase, and system administration.

Prerequisite: MIS 110

220 Applied Networking Design 3 credits

This course examines recent advances and new applications in the field of computer networks and telecommunications. Technical fundamentals, architectures and design of computer networks, strategies, tools and techniques of network planning, implementation, management, maintenance, and security are also covered.

231 Introduction to File Processing 3 credits

File terminology, structure, and manipulation techniques. Sequential and random access bulk storage devices. Applications of data structures and file processing techniques. Introduction to COBOL. Lecture: 3 hours. Laboratory: 2 hours

Alternate years

310 Managerial Applications of Object-Oriented Programming I 3 credits

This course provides a study of an object-oriented programming language as it pertains to managerial applications. In addition, the course introduces the use of object-oriented programming methodologies.

311 Managerial Applications of Object-Oriented Programming II 3 credits

This course expands object-oriented skills taught in Managerial Applications of Object-Oriented Programming. The emphasis in this course is on object-oriented development tools and development in a client-server environment.

Prerequisite: MIS 310

312 Software Engineering 3 credits

Software development and procurement is an important part of information system design. This course emphasizes a disciplined approach to analyzing requirements and specifications; designing; implementing through programming, procurement, and reuse; delivering with adequate testing and documentation; and maintaining by adapting and extending the application software for an information system.

Prerequisites: MIS 200, MIS 310

420 Teleprocessing 3 credits

An introduction to teleprocessing and communication networks with emphasis on exchange of data between systems.

Prerequisite: MIS 110

425 EDP Audit and Control 3 credits

An introduction to the fundamentals of EDP auditing. Emphasis is on understanding EDP controls, the types of EDP audits, and concepts and techniques used in EDP audits.

432 Data Base Management Systems Design 3 credits

Introduction to database concepts, data models, data description languages, query facilities, file, and index organization. Data integrity, reliability, and security. Students work with real database management systems.

Prerequisite: MIS 110

491 Information Technology Management 3 credits

An examination of the relevant management issues in information technology and their impact on a firm's competitiveness. Case study method is used. Senior status only.

Prerequisites: MIS 200, MIS 432

Information Technology Major Information Technology Security Specialization

Degree BS, Information Technology
Department Chair Fred J. Croop, MBA, CMA, CPA
For information contact Sr. Patricia Lapczynski, RSM, BA, MS, DPS

The information technology degree with a specialization in information technology security prepares information technology managers to establish the procedures, policies, and practices that should be in place to protect information and data.

In recognizing the importance of writing and speaking across the curriculum, the major uses the Five Chapter Model for research papers and includes presentations in many major courses. Students are given instruction in business writing and presentation skills.

Students transferring into the IT Security Specialization with an Associate's degree in a related field will need to take more than 66 credits. The specific courses required are determined through transcript. evaluation.

Information Technology Security Specialization Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core course	3		Core course	3
	Core course	3		Core course	3
	Core course	3		Core course	3
BUS 208	Principles of Management	3	BUS 107	Essential Communications	3
ACC 101	Principles of Accounting	3	MIS 110	Intro to Information Systems	3

Sophomore Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core course	3		Core course	3
	Core course	3		Core course	3
	Core course	3		Core course	3
BUS 207	Contemporary Economics	3	BUS 269	Principles of Marketing	3
	Free elective	3	ACC 311	Managerial Accounting	3

Junior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core course	3		Core course	3
BUS 371	Financial Management	3	MIS 220	Applied Networking	3
BUS 352	Business Law	3	BUS 306	Organizational Behavior	3
IST 200	Introduction to IT Security	3	IST 300	Security Mgt and Risk	3
MIS 200	Systems Analysis	3	BUS 360	Management of Human Resources	3

Senior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core course	3		Core course	3
IST 410	Access Controls, Models & Cryp	3	IST 430	Phys Sec & Disaster Recovery	3
IST 420	IT Privacy & Legal Issues	3		Free elective	3
BUS 415	International Business	3	IST 490	Current Iss. & Trends in CST	3
Free elective		3	Free elective		3

Total required for graduation 120 credits

Information Technology Security Course Descriptions (ITS)

200 Introduction to IT Security 3 credits

This course provides a broad-based overview of information technology security. Emphasis is placed upon concepts and theory. Topics include access controls, network security, security management, application controls, physical security, disaster recovery, privacy laws, IT security ethics and security trends.

Prerequisite: MIS 110 or permission of program director

300 Security Management and Risk Assessment 3 credits

This course will emphasize security management and risk assessment in relation to information security. Topics include security management responsibilities, the organizational security model, data classifications, policies, procedures, standards, and guidelines.

Prerequisite: ITS 200

410 Access Controls, Security Models and Cryptology 3 credits

This course will emphasize access controls and security models related to information security. Cryptology will be covered from a theory perspective. Topics include main access controls models, administration access controls, the importance of the orange book importance, integrity goals and cryptology.

Prerequisite: ITS 200

420 Information Technology Privacy and Legal issues 3 credits

This course will emphasize privacy and legal issues in relation to information security. Topics include applicable laws, investigation, ethics, identification, protection, prosecution, liability, and the key role of privacy.

Prerequisite: ITS 200

430 Physical Security and Disaster Recovery 3 credits

This course will emphasize physical security and disaster recovery in relation to information security. Topics include physical security, environmental issues, contingency planning, and recovery and restoration.

Prerequisite: ITS 200

490 Current Issues and Trends in Information Technology Security 3 credits

This course will emphasize current trends and issues in relation to information security. Topics include issues and trends facing CSOs (chief security officers), CPOs (chief privacy offices), and CIOs (chief information officers) and the providing of relevant technology to their clients and end-users.

Prerequisites: ITS 300, ITS 410, ITS 420, ITS 430

Management Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Management, Five-year Track BS, Management and MBA
Department Chair Fred J. Croop, MBA, CMA, CPA

To succeed in a professional business atmosphere, individuals must have a well-rounded background in all aspects of business as well as a firm grounding in the liberal arts. The business administration program provides the proper balance of both theory and practice. Its goals are to provide students with an understanding of the nature of society and to assist them in developing a social philosophy, which is necessary for responsible citizenship; to familiarize students with the American economic system and the major functional areas of business; and to afford students the opportunity to develop and to increase their capacity for analysis, evaluation, and strategic implementation of concepts.

Students are given instruction in business writing and presentation skills

Management Major Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 105	Basic Technology	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
BUS 107	Essential Communications	3
BUS 269	Principles of Marketing	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 207	Contemporary Economics	3
ACC 101	Principles of Accounting	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 206	Microeconomics	3
MIS 110	Introduction to Information Sys.	3
ACC 311	Managerial Accounting	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 360	Management of HR	3
BUS 352	Business Law	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 350	Money and Banking	3
BUS 306	Organizational Behavior	3
BUS 307	Management Science	3

Senior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
BUS 406	Current Issues and Trends	3	BUS 491	Seminar in Policies	3
	Upper-Level Business Elective*	3		Upper-Level Business Elective	3
BUS 371	Finance	3	BUS 420	Small Business Management	3
BUS 415	International Business	3		Elective	3

Total required for graduation 120 credits

For description and requirements of the Five-year Track BS, Management and MBA, see MBA program description, page 324.

Marketing Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Marketing, Five-year Track BS, Marketing and MBA
Department Chair Fred J. Croop, MBA, CMA, CPA
For information contact John Mellon, EdD

Marketing concentrates on exchange processes. This major goes beyond the traditional, preparing students for employment in business as well as non-business organizations. Those who are or will be involved in managing private, public, for-profit, or non-profit organizations can benefit from this program.

Opportunities in the field of marketing are expanding rapidly as organizations discover the importance that marketing techniques make for their continued success. Products are not the only things marketed. Services, ideas, places, political candidates, health care facilities, educational institutions, and many more organizations and concepts also benefit from using marketing tools.

Students obtain jobs in a variety of organizations and in a variety of positions, such as advertising, public relations, sales, product and brand management, marketing research, purchasing, retailing, wholesaling, and many others.

Students are given instruction in business writing and presentation skills.

Marketing Major Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
BUS 105	Basic Technology	3	BUS 107	Essential Communications	3
BUS 208	Principles of Management	3	BUS 269	Principles of Marketing	3

Sophomore Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 207	Contemporary Economics	3
ACC 101	Principles of Accounting	3
BUS 340	Promotion and Advertising	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 321	Product and Service Marketing	3
MIS 110	Introduction to Information Systems	3
	Elective	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 304	Sales and Sales Management	3
BUS 352	Business Law	3
	Elective	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
BUS 401	Channel Strategies	3
BUS 306	Organizational Behavior	3
BUS 360	Management of Human Resources	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
BUS 450	Marketing Research	3
	Upper-Level Business Elective*	3
BUS 371	Finance	3
BUS 415	International Business	3

Second Semester		*Total Credits 15*
	Core	3
BUS 403	Strategic Marketing	3
	Upper-Level Business Elective	3
BUS 402	Pricing Strategies	3
	Elective	3

Total required for graduation 120 credits

For description and requirements of the Five-year Track BS, Marketing and MBA, see MBA program description, page 324.

Mathematics Major

College of Arts and Sciences
Degree BS or BA, Mathematics
Department Chair Patrick Touhey, PhD

Faculty

Jerry Bradford, Associate Professor of Mathematics, BA Indiana Wesleyan University; MS, PhD The University of Iowa

Jay Stine, Assistant Professor in Mathematics, BA Shippensburg University; MS, PhD, University of Miami

Steven J. Tedford, Visiting Assistant Professor in Mathematics, BA, MS Marist College, PhD Binghamton University

Patrick Touhey, Professor of Mathematics, BA Fordham University; PhD City University of New

York

Mathematics has been called the queen of the sciences. In recent years, the increased use of statistics and quantitative methods, combined with the computer revolution, have caused mathematics to pervade not only the physical sciences, but the life and social sciences as well. Mathematical techniques are widely used in research, in industry, manufacturing, commerce, and government. Recognizing these broad applications, this major in mathematics was designed to expose students to both classical and contemporary areas.

The mathematics major prepares students for careers in business, industry or government, or for future study in graduate or professional school.

Students may choose to pursue either a BS or BA degree in mathematics. The required mathematics courses for either degree are the same. Students who choose a BA must complete PHY 221-222; those choosing a BS must complete PHY 221-222 and either CHM 133-134 or BIO 101-102.

Upper-level courses are offered in alternate years (see course descriptions for details), so that a student's schedule may not follow this sequence exactly. The above would be typical for a traditional first-year student whose first semester begins in the fall of an odd numbered year (e.g., 2007).

Mathematics BS or BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CPS 101	Intro. to Programming	3
MTH 151	Calculus I	3
	Core	3
	Core	3
	Core	3

Second Semester		*Total Credits 15*
CPS 121	Computer Programming	3
MTH 152	Calculus II	3
	Core	3
	Core	3
	Core	3

Sophomore Year

First Semester		*Total Credits 17*
MTH 225	Calculus III	4
MTH 244	Set Theory and Logic	3
PHY 221	General Physics I	4
	Core	3
	Core	3

Second Semester		*Total Credits 16*
MTH 363	Abstract Algebra I	3
MTH 215	Mathematical Statistics	3
PHY 222	General Physics II	4
	Core	3
	Core	3

Junior Year

First Semester		*Total Credits 16*
MTH 364	Abstract Algebra II	3
MTH 241	Linear Algebra	3
MTH	Free elective	3
	Core	3
	Free elective	4

Second Semester		*Total Credits 16*
MTH 341	Real Analysis I	3
MTH 242	Differential Equations	3
	Core	3
	Core	3
	Free elective	4

Senior Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 12*
MTH 342	Real Analysis II	3		Free elective	3
	Free elective	3		Free elective	3
MTH 480	Independent Study	3		Core	3
	Free elective	3		Free elective	3
	Core	3	*Total required for graduation 122 credits*		

Mathematics Course Descriptions (MTH)

095 College Algebra and Trigonometry — 3 credits

Linear equations, inequalities, functions, graphing, logarithms and exponentials, circular functions.

Fall/Spring

115 Basic Statistics — 3 credits

An introduction to the use of statistical methods with emphasis on practical applications. Descriptive statistics, introduction to probability, estimation of parameters, introduction to hypothesis testing, correlation, and linear regression.

120 Mathematical Reasoning — 3 credits

Development of quantitative problem solving. Methods of problem solving. Reading, determining, and solving problems using basic arithmetic, algebra, and geometry. Common mathematical models of everyday phenomena.

151 Analytic Geometry and Calculus I — 3 credits

Basic concepts, limits, derivatives, and applications.

152 Analytic Geometry and Calculus II — 3 credits

Transcendental functions, techniques of integration, and applications.

Prerequisite: MTH 151. Each Spring

160 Discrete Mathematics — 3 credits

Emphasizes the application of discrete mathematics, including combinatorics, graphs, recursively defined sequences, social choice, fair division, etc.

200 History of Mathematics — 3 credits

The place of mathematics in human enterprise and the central role it has played in the development of civilization. Topics chosen include the history of mathematics, contributions by various cultures, geometry, calculus, number theory, modern logic, and unsolved problems.

Prerequisite: MTH 152. Fall (odd years only)

215 Mathematical Statistics — 3 credits

Probability theory, games of chance, probability distributions, testing of hypotheses, curve fitting, and correlation.

Prerequisite: MTH 152. Spring (odd years only)

225 Analytic Geometry and Calculus III 4 credits

Polar coordinates, parametric equations, partial derivatives, multiple integrals, sequences, and series.

Prerequisite: MTH 152. Each Fall

241 Linear Algebra 3 credits

Systems of linear equations, vector space, inner products, determinants, eigenvalues and eigenvectors, and applications.

Prerequisite: MTH 152. Fall (odd years only)

242 Differential Equations 3 credits

Equations of first order and degree, higher order, and degree equations, including linear with constant coefficients, and systems of equations.

Prerequisite: MTH 225. Each Spring

244 Set Theory and Logic 3 credits

Introduction to set theory, equivalence and order, Boolean algebra, introduction to logic, and rules of inference.

Each Fall

341 Real Analysis I 3 credits

Real number system, topology, sequences, limits, continuity, and differentiability.

Prerequisites: MTH 225, MTH 241. Spring (even years only)

342 Real Analysis II 3 credits

Continuation of MTH 341, including measure and integration.

Prerequisite: MTH 341. Fall (even years only)

351 Geometry 3 credits

History of geometry, axiom systems, types of geometries, and axiomatic development of a geometric theory.

Fall (even years only)

363 Abstract Algebra I 3 credits

Introduction to abstract algebra, groups, and introduction to rings and fields.

Prerequisite: MTH 225. Spring (odd years only)

364 Abstract Algebra II 3 credits

Rings, integral domains, fields, and polynomials.

Prerequisite: MTH 363. Fall (odd years only)

413 Math Cooperative Education 3-6 credits

Academic study combined with work experience in the community.

480 Independent Study 1-3 credits

Special investigation of a selected topic.

(On demand)

486 Special Topics in Mathematics 1-3 credits

Topics vary from semester to semester and will be announced with preregistration information.

490 Mathematics Seminar 3 credits

Prerequisite: Permission of department. (On demand)

Medical Imaging Programs

College of Health Sciences
Department Chair Elaine Halesey, EdD, RT, (R)(QM)

Faculty and Staff

Gina Cordiano, Clinical Coordinator, Medical Imaging, BS College Misericordia

Sheryl Goss, Assistant Professor of Diagnostic Medical Sonography, AAS, BS, MS College Misericordia

Elaine D. Halesey, Professor of Medical Imaging, AAS College Misericordia; BS Bloomsburg University; MS College Misericordia; EdD Nova Southeastern University

Karen Klimas, Clinical Coordinator, Diagnostic Medical Sonography, BS College Misericordia

Paula Pate-Schloder, Associate Professor of Medical Imaging, AS Pima Community College-Tucson; BS Northern Arizona University-Flagstaff; MS College Misericordia

Loraine D. Zelna, Associate Professor of Medical Imaging, BS Bloomsburg University; MS College Misericordia

Medical Imaging Major

Degree BS, Medical Imaging
Options: Management Minor; General Track; BS/MS in
Organizational Management; Combined BS/Certificate in Diagnostic Medical Sonography
Certificate Diagnostic Medical Sonography (DMS)

The medical imaging program is accredited by the Joint Review Committee on Education in Radiologic Technology 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182 phone: (312)704-5300 as well as by the Pennsylvania Department of Education. The most recent accreditation review in 2006 awarded the program the maximum period that could be granted. The next review is scheduled for 2014.

With a focus on radiography, the program provides students with didactic and laboratory instruction in conjunction with practical application to human subjects. This instruction provides students with knowledge and practical skills necessary to assume positions in diagnostic radiology or other imaging modalities, or to pursue certification in specialty areas. Students are eligible to sit for the American Registry of Radiologic Technologists Examination in radiography upon graduation.

Philosophy

The medical imaging department subscribes to the philosophy of the university and believes that the radiologic technologist is an integral member of the health care team. Our program is designed to provide the professional skills, progressive maturity, and the intellectual, social, emotional, and spiritual values for the student to be entrusted with the responsibilities that go along with being a member of the health care team.

The curriculum is based on these philosophical and theological implications, making it necessary for the student to learn the necessary scientific principles as well as accept responsibilities for the patient, fellow human beings, the profession, and self.

The philosophy, then, of the medical imaging program is to educate the student to become a holistic and professional person who is not only educated in the art and science of medical imaging, but one who also, through education and experience, has become a well-rounded, mature, concerned, and skilled professional. In addition, the program will strive:

- To continue improvements in the educational program in radiography to serve the increasing needs of individuals desiring to be radiologic technologists.
- To maintain accreditation with national organizations in the delivery of radiography education.
- To promote continuing education with a liberal arts component for non-traditional students in the field of medical imaging.
- To participate in professional and community activities for the purpose of brining education, service and research together for the improvement of health care delivery.
- To educate the individual to become a holistic and professional person, that is, one who is not only educated in the art and science of medical imaging, but who, through education and experience, has become a well-rounded, mature, concerned and skilled professional.

Program Goals:

Goal 1. Clinical Performance and Competence

Students will possess the knowledge and skills necessary to function as an entry-level radiologic technologist.

Goal 2. Problem Solving and Critical Thinking

Students will demonstrate problem solving and critical thinking skills.

Goal 3. Communication

Students will demonstrate effective communication skills with patients, staff, peers and other health care professionals.

Goal 4. Professional Growth and Development

Students /graduates will demonstrate evidence of professional development and/or continuing education.

Goal 5. Overall Program Effectiveness

The program will graduate competent, employable, entry-level radiologic technologists in a timely manner.

Curricula

The bachelor of science degree in medical imaging incorporates the university's core curriculum requirements that provide a liberal arts foundation. Building on the broad-based general education, the program provides all necessary course work as mandated by the Joint Review Committee on Education in Radiologic Technology (JRCERT), a national accrediting agency for medical imaging programs in the United States.

Students have the opportunity to pursue one of four degree options, which reflect the diversity of career paths in medical imaging. All four of the curricula prepare students to be radiographers, and no matter what option is chosen, students at the same level in the program will be enrolled in the same medical imaging courses.

Option 1: BS, Medical Imaging: General Program

This curriculum provides the same solid medical imaging education as the other options, but allows for more flexibility to pursue other areas of interest through free electives.

Option 2: BS, Medical Imaging, Management Minor

This curriculum provides students with a strong background in the skills and theory necessary for supervisory or administrative positions.

Option 3: BS, Medical Imaging with MS, Organizational Management (OM)

Another option within the undergraduate degree in medical imaging is to pursue a combined five-year, BS/MS degree. Students considering pursuing the minor in management track within the BS major may wish to consider expanding that education to an earned master's degree. This option provides students with the knowledge and skills to function in positions of medical imaging services by using management skills in organizational environments.

Within the organizational management curriculum is the choice for students to specialize in either human resources or management. Upon successful completion of the medical imaging requirements after year four, students are eligible to sit for the national certification exam in radiography. Upon successful completion of the fifth-year requirements, students will be awarded a master of science in organizational management (OM). In the event a student pursues this option but decides not to complete the fifth year, he or she can still earn a BS in Medical Imaging with a minor in management, providing all undergraduate requirements for those areas are met.

Entrance requirements for both the medical imaging major and graduate program in OM must be met, and an academic advisor from each program will be assigned. Additional details about this option can be obtained from the director of either program.

Admission Criteria

In addition to the admission criteria for the graduate Organizational Management (OM) program:

1. Students wishing to pursue the combined BS/MS track must notify the director of the OM program, in writing, of their intent to pursue this degree. This letter is to be submitted during the spring semester of the junior year, and a copy provided to their medical imaging advisor.
2. During the fall semester, senior year, students must submit the completed graduate application (obtain from the Center for Adult and Continuing Education). A minimum overall GPA of 2.8 is required in order to apply.
3. Because formal admission cannot be granted until a student earns an undergraduate degree, students must notify the director of the OM program , in writing, once he/she has graduated, indicating the intent to pursue this degree. Applicants are eligible for full admission to the graduate program providing they meet the admission criteria outlined in the OM section of this catalog.

For complete information on the admission requirements for the master of science in organizational management, page 373.

Option 4: BS Medical Imaging, Certificate-Diagnostic Medical Sonography (DMS)

This curriculum combines both the medical imaging education with the sonography program to prepare students to become highly qualified individuals in both disciplines, with the ability to perform diagnostic patient services in both diagnostic radiography and sonography.

Entrance requirements for both the medical imaging major and certificate in diagnostic medical sonography must be met, and an academic advisor from each program will be assigned. Additional details about this option can be obtained from the director of either program.

Internship Option

The internship option is an intensive experience in a particular specialty area of medical imaging in order to gain cross-training and/or experience under the direct supervision of a radiologic technologist skilled in that area. The student has the option of applying for an internship in one of the following areas (availability of areas may vary depending upon commitments from clinical education centers): CT, nuclear medicine, magnetic resonance imaging (MRI), mammography, cardiac catheterization, special procedures, bone densitometry, or radiation oncology.

Policies

In addition to the general policies of Misericordia University, the following regulations apply:

Transfer students will be considered, providing they meet the minimal overall GPA requirements of 2.75, the entrance requirements are met, and space is available. However, they must follow the sequence of courses for the major as listed in the catalog beginning with the fall semester sophomore year. Depending upon the number of credits accepted for transfer, students may complete all graduation requirements for the medical imaging program by December of the senior year. Grades of "C-" or below from external schools do not transfer.

The medical imaging program has formal articulation agreements with both Luzerne County Community College's Associate in Science Degree in General Studies Program and Keystone College's Associate Degree in Applied Science in Allied Health (Radiologic Technology) Program. Graduates of either program who have successfully completed the stated curricula may enter Misericordia's Medical Imaging Program at the professional level under the dual-admission agreement.

Classification of Students

Due to the sequential nature of the medical imaging curricula, students are identified in levels, regardless of their standing according to the program's classification, as:

Freshman:	Those students enrolled in MI 100, Introduction to Medical Imaging;
Sophomore:	Those students enrolled in MI 112, Methods of Patient Care (fall), and MI 140, Clinic I (spring);
Junior:	Those students enrolled in MI 225, Clinic III (fall), and MI 245, Clinic IV (spring);
Senior:	Those students enrolled in MI 265, Clinic VI (fall), and MI 275, Clinic VII (spring).

Clinical Placement/Experience

To be eligible for clinical placement, a student must have completed all prerequisite courses that apply toward the major and meet the minimum stated overall and major GPA for program retention. Once a student is selected for placement in a clinical education center, the complete set of the policies and procedures as published in the program relating to the clinic is expected to be read thoroughly by each student and will be reviewed by clinical faculty prior to the start of the clinical experience. Placements are determined by the clinical coordinator and program director.

Students are required to provide their own transportation to and from the clinical education centers. Misericordia University is currently affiliated with the following clinical education centers:

Center for Diagnostic Imaging (CDI), Forty Fort, Pennsylvania
Geisinger South Wilkes-Barre, Wilkes-Barre, Pennsylvania
Geisinger Wyoming Valley Medical Center, Plains Township, Pennsylvania
Geisinger Wyoming Valley Medical Building, Plains Township, Pennsylvania
Greater Hazleton Health Alliance, Hazleton, Pennsylvania
Hazleton Health & Wellness Center-Advanced Imaging- Hazleton, Pennsylvania
Marian Community Hospital, Carbondale, Pennsylvania*
Mercy Health Partners, Scranton, Pennsylvania
Moses Taylor Hospital, Scranton, Pennsylvania
Professional Orthopedic Associates, Scranton, Pennsylvania
Tyler Memorial Hospital, Tunkhannock, Pennsylvania
Veteran's Administration Medical Center, Wilkes-Barre, Pennsylvania
Viewmont Medical Services, Scranton, Pennsylvania
Vision Imaging of Kingston, Kingston, Pennsylvania
Wilkes-Barre Imaging Center, Wilkes-Barre, Pennsylvania

Additional clinical education centers available to students during their senior year are:

Advanced Imaging Specialists, Dunmore, Pennsylvania
Cancer Center of Wyoming Valley, Wilkes-Barre, Pennsylvania
Chiavacci Orthopedics, PC, Old Forge, Pennsylvania*
Community Medical Center, Scranton, Pennsylvania
Hazleton MRI Dessen Center, Hazleton, Pennsylvania
Lehigh Valley Hospital, Allentown, Pennsylvania (Limited basis based on CI availability)*
Northeast Radiation Oncology Centers (NROC), Dunmore and Scranton, Pennsylvania
Northeastern Pennsylvania Imaging Center (NEPIC), Scranton, Pennsylvania
Professional Radiation Oncology Partners/Prime Med Imaging, Scranton, Pennsylvania
Radiation Medicine Specialists, Forty Fort, Pennsylvania
Valley Advanced Imaging & MRI- Easton, Pennsylvania
Wyoming Valley Health Care System, Inc., General Campus, Wilkes-Barre, Pennsylvania
Wyoming Valley Health Care System, Inc., Saxton Pavilion, Edwardsville, Pennsylvania
Wyoming Valley Imaging Center, Wilkes-Barre, Pennsylvania*

*Inactive Sites

Health Examination

Before students can begin the clinical experience, they must submit a health clearance form report to the director of student health services each year they are enrolled in a clinical experience. A complete list of required exams and immunizations will be provided to all medical imaging majors in the summer prior to their first clinical rotation.

The health clearance form must be submitted to the director of student health services of Misericordia University by the student and as one complete packet no later than the date specified in correspondence by the department chair. Normal results are good for one year from the date of test.

Special Expenses

In addition to tuition and fees, expenses for the medical imaging major may include CPR certification and re-certification, malpractice liability insurance, uniforms, American Registry Examination fee, health examination fees, immunization fees, and fee for criminal record check (Act 34). A fee will be charged to the student's bill for the sophomore year to cover the cost of: image identification markers; name tag; radiation badges; student handbooks; log book; and malpractice insurance. In the junior and senior years, a fee will be charged for malpractice insurance and radiation badges. Additional expense incurred, such as fee for Act 34 or American Registry Examination, are paid directly by the student to the respective agency.

Admission, Retention, and Graduation Requirements

The following policies with respect to retention, promotion, graduation, probation, and dismissal supersede any policy statements and/or information set forth in previous University catalogs.

Admission to Medical Imaging

A candidate who wants to be considered for the medical imaging program must meet the university's general admissions requirements. In addition, a student applying for admission should also have completed at least three years of high school mathematics and one year of biology, achieving a minimum grade of "C" in each course. Chemistry and physics are recommended but not required. A minimum combined SAT score of 900 (math and verbal) is required. The statement regarding the program's essential functions, pregnancy policy, and American Registry of Radiologic Technologists (ARRT) exam eligibility policy will be sent to all accepted students.

For external transfer students and present Misericordia students wishing to change majors, advanced placement at the sophomore program level may be considered: providing clinical space is available; the student has a minimum GPA of 2.75; has earned a minimum of 24 credits that apply toward the major; and all pre-admission criteria have been met, including BIO 121 and BIO 122, or equivalent with a minimum grade of "C-" if taken at Misericordia University.

Off-campus courses require a minimum grade of "C" to transfer, per university policy.

Retention

First-Year Program Level Students

Cumulative GPA of 2.3 at the end of the spring semester. Students will be placed on program probation at the end of the fall semester if the minimum 2.3 has not been met and must meet the requirement upon completion of the spring semester. Minimum grade of "C-" in MI 101, and BIO 121 and BIO 122 or BIO 211/212 taken at this level.

Sophomore, Junior, and Senior Program Level Students

Minimum cumulative GPA of 2.3 both overall and also in the major (based on MI coded courses) at the end of each semester. A minimum grade of "C–" in all MI coded courses, BIO 121, BIO 122, PHY 117, and PHY 118. Students will be placed on program probation for the following semester if the GPA requirement is not met. Students must meet the GPA requirement by the end of the next semester (fall/spring) to be retained in the major. Once the GPA is met and the student is off probation, the GPA cannot fall below the stated minimum. A student can only be on program probation one time. Students will be dismissed from the program if the minimum grade of "C-" is not earned in all MI courses, PHY 117 and PHY 118, and BIO 121 and BIO 122 or approved equivalent.

Additional Retention Requirements:

a. Submission of CPR certification to the clinical coordinator prior to the start of clinic and re-certification prior to expiration as long as the student is enrolled in a clinical experience. The student is responsible for attending to expiration dates.
b. Submission of the health clearance form to the director of student health services which confirms the student's ability to successfully fulfill all program requirements. This is required yearly.
c. Yearly submission of results of Criminal Record Check (Act 34) to the program director.
d. Documentation of HIPAA education prior to Clinic I.

Note: A.–C. above must be kept current throughout the program.

Graduation Requirements:

GPA of 2.3, as well as in the major courses, minimum of 125 credits, depending on the track chosen, a score at or above 74 percent on the assessment test administered in MI 415, Senior Seminar, and satisfactory completion of all university requirements (both financial and academic).

Probation

The student will be placed on program probation for the following semester if any one of the following occurs:

a. The required grade point average is below the stipulated requirement.
b. The student does not attain a score at or above the stipulated percentage on the assessment test administered in MI 415.

The student will be placed on immediate probation if a recorded violation of the code of ethics occurs at any time. The code of ethics can be found in the program clinical education manual and student handbook.

The student will be removed from program probation when:

a. The stipulated cumulative grade point average is achieved, providing it is by the completion of the following semester.
b. The terms of probation are met.

Students can be placed on program probation only one time.

Dismissal

Dismissal of the student from the medical imaging program will result if any one of the following occurs:

a. The student commits a "serious" infraction of the code of ethics, or violates a program policy that states program dismissal (see individual program policies).

b. The student fails to meet the terms of probation.

c. The student does not earn a grade of “C–” or above in all medical imaging courses (any course with a MI code), as well as BIO 121 and BIO 122 and PHY 117 and PHY 118 (If taken off-campus, a minimum grade of “C” is required).

If a student is dismissed a second time, he or she will not be re-admitted.

Re-admission

Once a student is dismissed from the medical imaging program, he or she may apply for re-admission for the following year. This is due to the sequential nature of the curricula. The student has the opportunity to submit a letter of intent to the department chair for re-admission into the program no later than the end of the semester following the semester in which the student was dismissed. The request will be presented to the full-time medical imaging faculty for consideration providing the following criteria are met: an achieved overall GPA of 2.75; successful completion of all criteria that were the reason(s) for the initial dismissal; and the provision that clinical space is available. Once re-admitted, minimum GPA requirements apply and the student cannot be placed on probation again.

In addition, students who wish to be considered for re-admission must first grade-replace all MI and/or science courses in which a grade of “C–” or above was not earned. Previous performance in both clinical and didactic courses will also be considered. Notification of re-acceptance will be in writing from the department chair prior to June 1 for the fall semester, or January 1, depending upon what semester this student is re-entering.

Depending upon the reason for the original dismissal as well as the length of time until the student re-enters, students may be required to audit specific program and/or cognate courses previously completed as a stipulation for re-admission. These courses can only be taken as audit and cannot earn credits if successfully taken previously. The requirements for re-admission will be determined by the full-time program faculty and communicated to the student in writing for consideration of acceptance of the re-admission offer. Failure by the student to agree to the conditions for re-admission will result in the offer being revoked. In addition, all re-admitted students must successfully repeat all previously completed clinical competencies on a pass/fail basis only. If re-admission is granted, minimum GPA requirements, as stated above, apply. In addition, if a student is required to audit lab courses, a fee for monthly radiation badges will be the responsibility of the student.

The medical imaging department reserves the right to make changes in these policies as the need arises.

Medical Imaging Major, General Program

Class of 2012 and Beyond

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MI 100	Intro to Medical Imaging	2
MTH	Math Core (Bank I)	3

Second Semester		*Total Credits 16*
BUS 105	Basic Computer Technology	3
BIO 122	Human Structure & Function II	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MTH 115	Statistics	3

Sophomore Year

First Semester		*Total Credits 14*
HP 999	CPR Certification	0
PHL 100	Intro to Philosophy	3
MI 106	Medical Terminology	1
MI 112	Methods of Patient Care	2
MI 113/713	Radiographic Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 251	Rad. Image Evaluation I	1

Second Semester		*Total Credits 15*
PHY 117/717	Physics Introduction I	4
MI 114/714	Rad. Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T,R)	2
MI 206/706	Diagnostic Assessment	2
MI 252	Rad. Image Evaluation II	1

Summer	*Term A–6 wks.*	*Total Credits 2*
MI 160	Clinic II (40 hours per week Monday–Friday)	

Junior Year

First Semester		*Total Credits 15*
PSY 123	Intro to Psych (CPSSS Core)	3
PHY 118/718	Physics Introduction II	4
MI 214	Rad. Biology and Protection	2
MI 221	Special Procedures	2
MI 225	Clinic III (T,R)	2
MI 253	Imaging Pathology	2

Second Semester		*Total Credits 17*
HP 410 or	Intro to Research	3
PSY 232	Research Methods	
MI 220/721	Rad. Physics	2
MI 245	Clinic IV (M ,W,F)	3
MI 290	Intro. to Cross-Sectional Anatomy	2
MI 305	Advanced Medical Imaging	2
MI 450/750	Quality Management in Medical Imaging	2
*******	Free Elective	3

Summer	*Term B–6 wks.*	*Total Credits 2*
MI 260	Clinic V (40 hours per week Monday–Friday)	

Senior Year

First Semester		*Total Credits 15*
HP 999	CPR Recertification	0
PHL 223	Social Ethics	3
or 102	or Intro to Ethics	
FA	Core Elective	3
MI 265	Clinic VI (M,W) (Internship Option)	2
MI 400	Issues in Medical Imaging(First 7 weeks)	1
MI 415	Senior Seminar (Last 7 weeks - Dec. grads only)	0
RLS	Core Elective	3
*******	Free Elective	3

Second Semester		*Total Credits 14*
Core	Behavioral Science Core Elective	3
MI 275	Clinic VII (T,R) (Internship Option)	2
MI 415	Senior Seminar (First 7 weeks - May grads only)	0
RLS	Core Elective	3
FA	Core Elective	3
*******	Free Elective	3

Total required for graduation 125 credits

Medical Imaging Major, Management Minor

18 Credits

Class of 2012 and Beyond

Medical Imaging Management Minor

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MTH	Math Core (Bank I)	3
MI 100	Introduction to Medical Imaging	2

Second Semester		*Total Credits 16*
BIO 122	Human Structure & Function II	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MTH 115	Statistics (Core)	3
PSY 123	Intro. to Psychology (CPSSS Core)	3

Sophomore Year

First Semester		*Total Credits 17*
HP 999	CPR Certification	0
BUS 208	Principles of Management	3
MI 106	Medical Terminology	1
MI 112	Methods of Patient Care	2
MI 113/713	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 251	Rad. Image Evaluation I	1
BUS 105	Basic Computer Technology	3

Second Semester		*Total Credits 15*
PHY 117/717	Physics Introduction I	4
MI 114/714	Radiographic Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T,R)	2
MI 206/706	Diagnostic Assessment	2
MI 252	Rad. Image Evaluation II	1

Summer	*Term A–6 wks.*	*Total Credits 2*
MI 160	Clinic II (40 hours per week Monday–Friday)	

Junior Year

First Semester		*Total Credits 15*
PHY 118/718	Physics Introduction II	4
PSY 232 or HP 410	Intro to Research	3
MI 214	Rad. Bio and Protection	2
MI 221	Special Procedures	2
MI 225	Clinic III (T,R)	2
MI 253	Imaging Pathology	2

Second Semester		*Total Credits 17*
RLS	Core Elective	3
PHL 100	Intro to Philosophy	3
MI 220/721	Radiation Physics	2
MI 245	Clinic IV (M,W, F)	3
MI 290	Intro. to Cross-Sectional Anatomy	2
MI 305	Advanced Medical Imaging	2
MI 450/750	Quality Management in Medical Imaging	2

Summer	*Term B–6 wks.*	*Total Credits 2*
MI 260	Clinic V (40 hours per week Monday–Friday)	

Senior Year

First Semester		*Total Credits 15*
HP 999	CPR Recertification	0
ACC 101	Principles of Accounting*	3
BUS 207	Contemporary Economics* (also CPSSS Core)	3
BUS 360	Mgt. of Human Resources*	3
FA	Core Elective	3
MI 265	Clinic VI (M,W) (Internship)	2
MI 400	Issues in Medical Imaging (First 7 weeks)	1
MI 415	Senior Seminar (last 7 weeks—Dec. grads only)	0

Second Semester		*Total Credits 17*
BUS 420	Small Business Management*	3
BUS 306	Organizational Behavior*	3
FA	Core Elective	3
PHL 223 or 102	Social Ethics or Intro to Ethics	3
RLS	Core Elective	3
MI 275	Clinic VII (T, R) (Internship)	2
MI 415	Senior Seminar (First 7 weeks—May grads only)	0

Total required for graduation 131 credits

Medical Imaging Major, Master's Degree - Organizational Management

Class of 2012 and Beyond

Human Resources Specialization
119 credits Medical Imaging (undergraduate) + 36 credits (graduate) = 155 TOTAL CREDITS

Note: The OM courses as listed are only a suggestion. Consult OM section of catalog for sequence and frequency of course offerings.

Medical Imaging Human Resources Specialization Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MI 100	Intro to Medical Imaging	2
MTH	Math Core (Bank I)	3

Second Semester		*Total Credits 16*
BIO 122	Human Structure and Function II	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MTH 115	Statistics (Core)	3
PSY 123	Intro to Psych (CPSSS Core)	3

Sophomore Year

First Semester *Total Credits 17*

HP 999	CPR Certification	
BUS 208	Principles of Management	3
MI 106	Medical Terminology	1
MI 112	Methods of Patient Care	2
MI 113/713	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 251	Rad. Image Evaluation I	1
BUS 105	Basic Computer Technology	3

Second Semester *Total Credits 15*

PHY 117	Physics Introduction I	4
MI 114/714	Rad. Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T, R)	2
MI 206/706	Diagnostic Assessment	2
MI 252	Rad. Image Evaluation II	1

Summer *Term A–6 wks.* *Total Credits 2*

MI 160	Clinic II (40 hours per week Monday–Friday)

Junior Year

First Semester *Total Credits 15*

BUS 207	Contemporary Economics (Core)	3
PHY 118/718	Physics Introduction II	4
MI 214	Rad. Bio & Protection	2
MI 221	Special Procedures	2
MI 225	Clinic III (T R)	2
MI 253	Imaging Pathology	2

Second Semester *Total Credits 17*

OM 515	Research Methods	3
MI 220/721	Rad. Physics	2
MI 245	Clinic IV (M W F)	3
MI 290	Intro to Cross-Sectional Anatomy	2
MI 305	Advanced Medical Imaging	2
MI 450/750	Quality Management in Med. Imaging	2
RLS	Core Elective	3

Summer *Term B–6 wks.* *Total Credits 2*

MI 260	Clinic V (40 hours per week Monday–Friday)

Senior Year

First Semester *Total Credits 15*

HP 999	CPR Re-certification	
PHL 100	Intro to Philosophy	3
MI 265	Clinic VI (M,W)(Internship)	2
MI 400	Issues in Medical Imaging (first 7 wks)	1
MI 415	Senior Seminar (last 7 weeks - Dec. Grads only)	0
OM 509	Financial Management	3
OM 500	Organizational Behavior	3
FA	Core Elective	3

Second Semester *Total Credits 17*

BUS 420	Small Business Mgt	3
FA	Core Elective	3
MI 275	Clinic VII (T,R) (Internship Option)	2
MI 415	Senior Seminar (first 7 wks-May grads)	0
OM 551	Organizational Communication	3
RLS	Core Elective	3
PHL 223 or 102	Social Ethics or Intro to Ethics	3

Master's Degree-Organizational Management

(Management Specialization)
119 credits medical imaging (undergraduate) + 36 credits (graduate) = 155 TOTAL CREDITS

Note: The OM courses as listed are only a suggestion. Consult OM section of catalog for sequence and frequency of course offerings.

Master's Degree-Organizational Management, Management Specialization

Sequence of Required Courses

First Year

First Semester	*Total Credits 15*	
BIO 121	Human Structure & Function I	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MI 100	Intro to Medical Imaging	2
MTH	Math Core (Bank I)	3

Second Semester	*Total Credits 16*	
BIO 122	Human Structure & Function II	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MTH 115	Statistics (Core)	3
PSY 123	Intro to Psych	3

Sophomore Year

First Semester	*Total Credits 17*	
HP 999	CPR Certification	
BUS 208	Principles of Management	3
BUS 105	Basic Computer Technology	3
MI 106	Medical Terminology	1
MI 112	Methods of Patient Care	2
MI 113/713	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 251	Rad. Image Evaluation I	1

Second Semester	*Total Credits 15*	
PHY 117	Physics Introduction I	4
MI 114/714	Rad. Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T, R)	2
MI 206/706	Diagnostic Assessment	2
MI 252	Rad. Image Evaluation II	1

Summer	*Term A - 6 wks.*	*Total Credits 2*
MI 160	Clinic II (40 hours per week Monday–Friday)	

Junior Year

First Semester	*Total Credits 15*	
BUS 207	Contemporary Economics (CPSSS Core)	3
PHY 118	Physics Introduction II	4
MI 214	Rad. Bio & Protection	2
MI 221	Special Procedures	2
MI 225	Clinic III (T, R)	2
MI 253	Imaging Pathology	2

Second Semester	*Total Credits 17*	
OM 515	Research Methods	3
MI 220/721	Rad. Physics	2
MI 245	Clinic IV (M, W, F)	3
MI 290	Intro to Cross-Sectional Anatomy	2
MI 305	Advanced Medical Img	2
MI 450/750	Quality Mgt in Med Img	2
RLS	Core Elective	3

Summer	*Term B - 6 wks.*	*Total Credits 2*
MI 260	Clinic V (40 hours per week Monday–Friday)	

Senior Year

First Semester		*Total Credits 15*
HP 999	CPR Re-certification	0
PHL 100	Intro to Philosophy	3
MI 265	Clinic VI (M,W) (Internship Option)	2
MI 400	Issues in Medical Imaging (first 7 wks)	1
MI 415	Senior Seminar (last 7 weeks - Dec. grads only)	0
OM 509	Financial Management	3
OM 500	Organizational Behavior	3
FA	Core Elective	3

Second Semester		*Total Credits 17*
BUS 420	Small Business Management	3
FA	Core Elective	3
MI 275	Clinic VII (T, R)(internship option)	2
MI 415	Senior Seminar (first 7 wks-May grads)	0
OM 551	Organizational Communication	3
PHL 223 or 102	Social Ethics or Intro to Ethics	3
RLS	Core Elective	3

Total required for graduation 131 credits

Master's Degree-Organizational Management (Management Specialization)

NOTE: Students may complete the M.S. Degree by the end of the 5th academic year through a variety of scheduling formats such as weekend, online, or the traditional evening format. Students will need to work closely with their graduate academic advisor in order to complete this degree within a 5-year time frame that will include summer classes between the 4th and 5th years. Students may take longer to complete this degree depending on their preferred format and availability of classes. An example of a course sequence, in order to complete the degree within 5 academic years includes: Summer- OM 535, 545, 586; Fall- OM 520 and 530; Spring- OM 536, 538, and an Elective. (OM 520 and 536 are choices within the required 6 cr. Specialization courses. OM 533 may be taken in place of either 520 or 536).

Required During Undergraduate: (12 credits)

OM 500	Organizational Behavior
OM 509	Financial Management
OM 515	Research Methods
OM 551	Organizational Communication

Required during Fifth Year: (18 credits)

OM 530	Legal Aspects of Administration
OM 535	Leadership
OM 538	Perspectives in Management
OM 545	Intro. to Human Resource Management
OM 586	Strategic Planning
Elective	Choose any graduate level course AND

** Specialization, Management: (6 credits) Choose two:*

OM 520	Intro to Management Info Systems
OM 533	Managing Customer Satisfaction
OM 536	Marketing Management

Medical Imaging Major

Combined BS General Track/Certificate Diagnostic Medical Sonography
Class of 2012 and Beyond

Medical Imaging Major, Combined BS General Track/Certificate Diagnostic Medical Sonography

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
BIO 121	Human Structure & Function I	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MI 100	Intro to Medical Imaging	2
MTH	Math Core (Bank I)	3

Second Semester		*Total Credits16*
BUS 105	Basic Computer Technology	3
BIO 122	Human Structure & Function II	4
ENG	Core Elective	3
HIS/PS	Core Elective	3
MTH 115	Statistics (Core)	3

Sophomore Year

First Semester		*Total Credits 17*
HP 999	CPR Certification	
PHL 100	Intro to Philosophy	3
MI 106	Medical Terminology	1
MI 112	Methods of Patient Care	2
MI 113/713	Rad. Procedures I	4
MI 125/725	Rad. Exposure & Processing I	3
MI 251	Rad. Image Evaluation I	1
Core	CPSSS Core Elective	3

Second Semester		*Total Credits 18*
PHY 117/717	Physics Introduction I	4
MI 114/714	Rad. Procedures II	4
MI 126/726	Rad. Exposure & Processing II	2
MI 140	Clinic I (T, R)	2
MI 206/706	Diagnostic Assessment	2
MI 252	Rad. Image Evaluation II	1
RLS	Core Elective	3

Summer	*Term A–6 wks.*	*Total Credits 2*
MI 160	Clinic I (40 hours per week Monday–Friday)	

Junior Year

First Semester		*Total Credits 18*
FA	Core Elective	3
PSY 123	Intro to Psych (CPSSS Core)	3
PHY 118/718	Physics Introduction II	4
MI 214	Rad. Biology and Protection	2
MI 221	Special Procedures	2
MI 225	Clinic III (T, R)	2
MI 253	Imaging Pathology	2

Second Semester		*Total Credits 17*
HP 410 or	Intro to Research or	3
PSY 232	Research Methods	
MI 220/721	Rad. Physics	2
MI 245	Clinic IV (M, W, F)	3
MI 290	Intro to Cross-Sectional Anatomy	2
MI 305	Advanced Medical Img	2
MI 450/750	Quality Mgt in Medical Img	2
FA	Core Elective	3

Summer *Term B–6 wks.* *Total Credits 2*
MI 260 Clinic V (40 hours per week Monday–Friday)

Senior Year

First Semester *Total Credits 15*

HP 999	CPR Recertification	
DMS 100	Introduction to Sonography	3
DMS 105	U.S. Physics and Instrumentation	3
DMS 110	Sonographic Cross-Sect. Anatomy	3
MI 265	Clinic VI (M, W) (Internship)	2
MI 415	Senior Seminar (Last 7 weeks - Dec. grads only)	0
PHL 223 or 102	Social Ethics or Intro to Ethics	3
MI 400	Issues in Medical Imaging (First 7 weeks)	1

Second Semester *Total Credits 14*

DMS 130#	Clinical Sonography I (begins March)	2
DMS 115	Abdominal Sonography	3
DMS 120	Pelvic Sonography	3
DMS 125	Small Parts Sonography	3
MI 415	Senior Seminar (First 7 weeks - May grads only)	0
RLS	Core Elective (Term A)	3

Total credits required for graduation (BS, Medical Imaging) 134 (20 credits toward DMS certificate)

** Senior year of B.S.-Medical Imaging overlaps with Sessions I and II of DMS Certificate.*

# DMS 130 (Clinical Sonography I) is an equivalent course for MI 275.

Note: DMS courses will be taught on alternating weekends.

Master's Degree-Organizational Management

(Human Resources Specialization*)

24 additional credits required to complete the M.S. degree

NOTE: Students may complete the M.S. degree by the end of the 5th academic year through a variety of scheduling formats such as weekend, online, or the traditional evening format. Students will need to work closely with their graduate academic advisor in order to complete this degree within a 5-year time frame that will include summer classes between the 4th and 5th year. Students may take longer to complete this degree depending on their preferred format and availability of classes. An example of a course sequence, in order to complete the degree within 5 academic years, which can be done on campus in the evenings includes: Summer-OM 545, 586; Fall-OM 527, 530, Elective; Spring- OM 538, 552, 557.(OM 527 and 557 are choices within the requirements for the *Specialization in HR. OM 558 may be taken in place of either OM 527 or 557).

Required During Undergraduate: (12 credits)

OM 500	Organizational Behavior
OM 509	Financial Management
OM 515	Research Methods
OM 551	Organizational Communication

Required During Fifth Year: (18 credits)

OM 530	Legal Aspects of Administration
OM 552	Regulation of Human Resource Management
OM 538	Perspectives in Management
OM 545	Intro. to Human Resource Management
OM 586	Strategic Planning
Elective	Choose any graduate level course AND

*Human Resources Specialization: (6 credits)
Choose Two:

OM 527	Selection, Recruitment, and Training & Development
OM 557	Performance, Compensation, and Reward Systems
OM 558	Employee Relations and Services

Medical Imaging Major, Diagnostic Medical Sonography Certificate

Program Director Sheryl Goss, MS, RT, (R), RDMS, RDCS, RVT

In order to pursue the combined bachelor of science in medical imaging/certificate in diagnostic medical sonography (DMS), students must meet the stated requirements for admission to the DMS certificate program (see section on Diagnostic Medical Sonography). In addition, students must meet with the sonography program director and submit an application prior to the fall, mid-semester of the junior year. Commitment to the DMS program must be given to both advisors, in writing, during the first week of the spring semester, junior year. In consideration of the combination of the MI major and DMS course loads, students must possess a minimum GPA in the medical imaging major courses of 2.7 in order to pursue this dual track. If not admitted at this point, students may re-apply upon completion of their B.S. in medical imaging.

Students may complete both the B.S. in medical imaging and the DMS Certificate in less than 5 academic years following this sequence. Please note sessions III through VI are part time credit load. For example, students entering as first year in Fall, 2007, can complete both by the end of March, 2012. This will result in the student (already possessing the professional A.R.R.T. credential) being registry-eligible and will enable them to sit for the national exam administered by the American Registry of Diagnostic Medical Sonography (ARDMS). Upon successful completion of the examination, the student will earn the professional credential of Registered Diagnostic Medical Sonographer (RDMS). The student will then hold the professional credential of: Mary Smith, BS, RT (R), RDMS.

Diagnostic Medical Sonography Certificate

Sequence of Required Courses

Session III

Summer I	*Total Credits 8*	
DMS 135	Obstetrical Sonography I	3
DMS 145	Fetal and Neonatal Anomalies*	3
DMS 140	Clinical Sonography II	2

Session IV

Summer II	*Total Credits 5*	
DMS 250	Obstetrical Sonography II	3
DMS 145	Fetal and Neonatal Anomalies* (continued from Session III)	
DMS 255	Clinical Sonography III	2

Session V

Fall		*Total Credits 9*
DMS 260	Intro to Vascular Sonography	3
DMS 275	Interventional Sonography	1
DMS 285	Journal and Case Study Review	1
DMS 290	Clinical Sonography IV	4

Session VI

Spring (ends in March)		*Total Credits 6*
DMS 295	Comprehensive Registry Review	3
DMS 300	Clinical Sonography V	2
DMS 280	Issues in Sonography	1

Total credits in DMS program 48
Total combined credits 162

See Diagnostic Medical Sonography Certificate Course Descriptions, page 300.

* Fetal and Neonatal Anomalies runs for the entire 14 weeks, encompassing Session III and IV. Credits assigned in Session III.

Medical Imaging Course Descriptions (MI)

100 Introduction to Medical Imaging 2 credit

This introduction to the medical imaging profession includes the historical development as well as specialties within the fields, organizational structure of hospital departments, and opportunities for professional growth. The profession is examined in order to assist the student in making a commitment to pursue this field. Lecture: 2 hour

Fall, Spring (as needed)

104 Medical Terminology I (Web-based) 1 credit

This course is designed to provide students with a basic understanding of the medical vocabulary necessary for work in health-related fields. It covers the basic techniques of medical word building followed by medical terms relating to body structure, integumentary, gastrointestinal, respiratory, cardiovascular, blood, lymph, and immune systems. No previous knowledge of anatomy, physiology, or pathology is necessary.

105 Medical Terminology II (Web-based) 1 credit

This course is designed to provide students with a basic understanding of the medical vocabulary necessary for work in health-related fields. It covers the basic techniques of medical work building followed by medical terms relating to musculoskeletal, genitourinary, female reproductive, endocrine and nervous system, and special senses. No previous knowledge of anatomy, physiology or pathology is necessary.

106 Medical Terminology 1 credit

Anatomical names of bones and organs of the body and other descriptive terms and their common abbreviations; prefixes and suffixes, proper usage, spelling, and interpretation of terms. Lecture: 1 hour

Fall only (online)

112 Methods of Patient Care 2 credits

Communication, asepsis, body mechanics, vital signs, emergencies, drug administration, and isolation technique. Lecture: 2 hours

Fall only

113/713 Radiographic Procedures I (Lab) 4 credits

This course is designed to develop preclinical competency in specific diagnostic procedures through a combination of lecture and laboratory. It is an introduction to basic theory and principles of radiographic procedures of the upper and lower limbs, bony thorax, chest, and vertebral column.

Prerequisite: BIO 121 or permission of instructor. Fall only

114/714 Radiographic Procedures II (Lab) 4 credits

This course is designed to develop preclinical competency in specific diagnostic procedures through a combination of lecture and laboratory. It is a continuation of Radiographic Procedures I, emphasizing theory and principles of radiographic examinations of the abdomen, gastrointestinal system, biliary tract, urinary system, and cranium.

Prerequisite: MI 113; Prerequisite: BIO 122 or equivalent Spring only

125/725 Principles of Radiographic Exposure and Film Processing I (Lab) 3 credits

Elements of x-ray production. Emphasis on factors affecting production of an acceptable diagnostic radiograph: contrast, density, recorded detail, and visibility of detail.

Lecture: 2 hours Laboratory: 2 hours. Fall only

126/726 Principles of Radiographic Exposure and Film Processing II (Lab) 2 credits

Continuation of MI 125. Further study of theories and factors affecting production of a quality radiograph inclusive of processing.
Lecture: 2 hours Laboratory: 1 hour

Prerequisite: MI 125. Spring only

140 Clinical Experience I 2 credits

Orientation to the clinical setting including rotations through out-patient facilities and operating room within the hospital. Equipment familiarization, application of theoretical principles through examination of patients under direct supervision. Four evening rotations: 3-10 pm. within the semester. 16 hours per week.

Prerequisites: MI 113, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance. HIPAA education. Spring only

160 Clinical Experience II 2 credits

Continuation of MI 140. Experience in perfecting the application of ionizing radiation under supervision. Clinical experience in a hospital setting including diagnostic/fluoroscopic, portable and operating room rotations in addition to evening hours, weekend hours, and outpatient rotation. Five evening rotations (3-10 pm.) plus one weekend (Saturday and Sunday day shift). 40 hours per weeks.

Prerequisites: MI 140, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance. Summer Term A (May–June, 6 weeks)

206/706 Diagnostic Assessment (Lab) 2 credits

Through a combination of lecture and lab, this course is designed to provide student education and development of skills in patient assessment. Advanced patient care topics such as venipuncture and contrast media administration, performance and analysis of EKG, history taking, and pharmacology are covered.

Prerequisite: MI 112 or permission of instructor. Spring only

214 Radiation Biology and Protection 2 credits

A study of the effects of ionizing radiation on living matter; changes in the biochemistry, micro and macro-morphology, genetics, and embryology which are produced by ionizing radiation in order to fully understand topics such as patient protection, personnel protection, maximum permissible dose, and exposure monitoring.

Prerequisite: MI 160. Fall only

220/721 Radiographic Physics and Equipment (Lab) 2 credits

This course explores the fundamentals of x-ray properties, production of ionizing radiation and its interactions, x-ray circuitry, and equipment through a combination of lecture and laboratory.

Prerequisite: PHY 107/108 or permission of instructor. Spring only

221 Special Radiographic Procedures 2 credits

This course deals with special radiographic procedures. Topics covered are procedures done in the general radiography department including, but not limited to, mammograms, arthrograms, and myelograms. Angiographic and interventional radiography as well as relaTed equipment are covered. Lecture: 2 hours

Prerequisites: BIO 121/122, MI 113/114. Fall only

225 Clinical Experience III 2 credits

Continuation of MI 160, including rotation through out-patient facilities and operating room within the hospital. 16 hours per week. Four evening rotations (3-10 pm.)

Prerequisites: MI 160, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance. Fall only

245 Clinical Experience IV 3 credits

Continuation of MI 225. Practical application of theory and skills acquired in all phases of the curriculum. Three evening rotations- 3-10 pm. 24 hours per week. Rotations through Computed Tomography, Special Procedures, and three other advanced modalities of student's choice in preparation for senior year internship.

Prerequisites: MI 225, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance. Spring only

251 Radiographic Image Evaluation I 1 credit

The course bridges the gap between patient positioning and the resulting image. This course will focus on radiographic evaluation of the upper and lower limbs, chest, bony thorax and vertebral column.

Corequisite: MI 113. Fall only

252 Radiographic Image Evaluation II 1 credit

This course is a continuation of MI 251, Radiographic Image Evaluation I. It will focus on radiographic evaluation of the gastrointestinal system, biliary tract, urinary system, cranial structures and operative procedures.

Prerequisite: MI 251. Spring only

253 Imaging Pathology 2 credits

This course will offer a foundation in the basic principles of pathology. The focus is on the appearances of diseases and injury diagnosed by medical imaging procedures. Etiology, treatment and prognosis will also be discussed.

Prerequisite: MI 252. Fall only

260 Clinical Experience V 2 credits

Final experience in the general radiography department to include indirect supervision in areas of demonstrated competency. 40 hours per week. Out-patient as well as five evening rotations (3-10 pm.).

Prerequisites: MI 245, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance.. Summer Term B (July–August) 6 weeks.

265 Clinical Experience VI 2 credits

Advanced practical application of theory and skills in specialty areas. 16 hours per week. Optional minor rotations or internship in specialty areas begin.

Prerequisites: MI 260, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance. Fall only

275 Clinical Experience VII 2 credits

Continuation of MI 265. 16 hours per week. Optional minor rotations or internship in specialty areas. Senior research project.

Prerequisites: MI 265, CPR certification, annual health examination, immunizations, current liability insurance, Act 34 criminal background clearance. Spring (May grads), Fall (December grads).

290 Introduction to Cross-Sectional Anatomy for Radiographers 2 credits

A general overview of cross-sectional anatomy as it applies to radiology. Emphasis on identifying anatomical structures as they relate to computed tomography (CT) and magnetic resonance imaging (MRI). Lecture: 2 hours

Prerequisite: MI 221, BIO 121/122, or college level anatomy course. Spring only

300 Cardiovascular Interventional Radiography 2 credits

Advanced-level course for registry-eligible or registered radiographers. Focus of the course is cardiac catheterization, angiography, and interventional procedures. This course also provides instruction in the patient care and procedural techniques necessary to understand this highly complex area of imaging. Lecture: 2 hours

Prerequisite: Two semesters of college-level anatomy or professional certificate in a health science field. Fall only

305 Advanced Medical Imaging 2 credits

Students explore topics of advanced diagnostic imaging and therapeutic technologies. The focus includes specialized modalities such as computer fundamentals and applications, computed radiography (digital imaging), pediatric imaging, trauma imaging, mammography, computed tomography (CT), magnetic resonance imaging (MRI), nuclear imaging, positron emission tomography (PET), bone densitometry, sonography, and radiation oncology. The modalities will be presented in terms of history, indications, and procedures performed.

Prerequisite: Two semesters of college-level anatomy or professional certificate in a health science field. Spring

400 Issues in Medical Imaging 1 credit

This course involves discussion of current issues relevant to medical imaging and their impact upon the profession. Topics include, but are not limited to mandatory vs. voluntary continuing education, licensure, multiskilling, regional vs. programmatic accreditation, and charting and documentation.

Prerequisite: Senior level status or permission of instructor Fall (first seven weeks) only

413 Medical Imaging Cooperative Education 3-12 credits

Academic study combined with work experience in the community. To be arranged.

415 Senior Seminar 0 credit

This course assists students in preparation for the ARRT examination taken upon graduation.

Prerequisite: MI 260, must be an M.I. Major. Fall (December grads). Spring (May grads)

450/750 Quality Management in Medical Imaging Sciences (Lab) 2 credits

Through lecture and lab, this course focuses on quality management and its associated topics of quality assurance and quality control as they relate to the field of medical imaging. Particular emphasis is on quality control which is the part of the overall program that deals with instrumentation and equipment. Methods used to test, evaluate and ensure radiographic quality are covered.

Prerequisite: MI 253. Spring only

480 Special Topics in Medical Imaging

Topics vary from semester to semester and are announced with pre-registration information. An example of courses offered include those in magnetic resonance imaging, CT scan, bone densitometry, and sonography.

Nursing Major

College of Health Sciences
Degree BSN, Nursing
Department Chair Cynthia Mailloux, PhD, RN

Faculty

Kathleen Gelso, Visiting Assistant Professor of Nursing, BSN Villanova University, MSN College Misericordia

Brenda Hage, Associate Professor of Nursing, BSN State Universiity of New York at Albany; MSN College Misericordia, PhD Virginia Commonwealth University

Todd Hastings, Visiting Assistant Professor of Nursing, BA Rutger's University; MS The Pennsylvania State University; MS Wilkes University

Cynthia Mailloux, Chair - Associate Professor of Nursing, BSN Wilkes University; MSN College Misericordia; PhD The Pennsylvania State University

Vanessa Mayorowski, Visiting Assistant Professor of Nursing, BSN Marywood College; MSN College Misericordia

Brenda Pavill, Associate Professor of Nursing, BS Wilkes College; MS Bloomsburg University; MSN College Misericordia; PhD Marywood University

Donna Ayers Snelson, Associate Professor of Nursing, BSNE Wilkes University; MSN University of Pennsylvania

Jean R. Steelman, Professor of Nursing, BSNE Wilkes College; MSN College Misericordia; PhD New York University

Christina Tomkins, Visiting Assistant Professor of Nursing, BSN, MSN Bloomsburg University

Marion Villano, Assistant Professor of Nursing, BSN, MSN College Misericordia

Annette Weiss, Assistant Professor of Nursing, BSN The Pennsylvania State University; MSN University of Hartford

Philosophy

The Department of Nursing at Misericordia University is an integral part of the College of Health Sciences. The nursing faculty supports the mission of the University and the principles of academic excellence, service leadership, and professional preparation which are components of the Trinity of Learning. The faculty is committed to providing quality education to its students, based on the values of mercy, service, justice, and hospitality. The beliefs serve as the foundation of the nursing curriculum. Faculty holds the following beliefs about persons, environment, health, and nursing.

Persons. Persons are whole human beings, unique in their inherent worth and dignity. Persons function as autonomous agents characterized by the capacity for emotions, reasoning, and perceiving.

Environment. Environment is the context in which persons exist. Environment is dynamic, multidimensional and reciprocal.

Health. Health is experienced by persons as a dynamic state of being which results from a process of making choices over time.

Nursing. Nursing is a learned profession based on its own theory and science. As a science, nursing focuses on research, information, and health care technology which are foundational to evidenced based practice. As a practice, nursing is concerned with the health and well being of persons as individuals, families, groups, communities, and the global society. Communication skills are an essential component of the nurse person relationship. Nurses support the active participation of persons in determining health care decisions. They are engaged in health promotion, risk reduction, disease prevention, and illness and disease management which involve the shared responsibility of persons, health care providers and society. Nurses use critical thinking and the nursing process to design, provide, manage and coordinate care within the health care system. Ethical and legal principles guide the practice of professional nursing.

The faculty further believes that teaching/learning is a co-creative process. Learning is a life long process that involves critical thinking and intellectual curiosity. Learning occurs when the student is an active participant in the learning process. Students share in the responsibility to achieve their highest potential.

Teaching is viewed as an empowering process. Members of the faculty engage with diverse learners to achieve outcomes of the nursing program and promote educational mobility. Faculty enhances the teaching/learning process by maintaining current knowledge in the discipline of nursing and integrating research and service into nursing education.

Undergraduate education in nursing cultivates higher order thinking skills through the integration of liberal arts and professional studies. The undergraduate nursing program prepares professional nurses for leadership roles in health care. Students are prepared as nurse generalists to assist people with managing an increasingly complex system of care. At the end of the curriculum students are prepared for graduate study in nursing.

Consistent with the mission of the university and its goals for graduate education, the nursing faculty believes that master's education in nursing builds on the skills of a baccalaureate nursing education. Master's nursing education has as its primary focus the advanced practice clinical role. Advanced practice nurses are educated to practice independently and interdependently in the role of health care providers. The faculty believes that the transition to the role of advance practice nurse occurs throughout the entire master's program and results in the preparation of a clinician who is able to provide a broad range of health care services that are directed toward the improvement of patient care outcomes. Finally, faculty believes that master's education in nursing provides the foundation for future doctoral study in nursing.

The nursing faculty purport that graduate education assists students to acquire higher-order critical thinking and decision making skills. Advanced practice nurses are prepared to analyze, synthesize, and utilize research evidence to provide high quality health care, initiate change, and improve practice. As beginning clinicians, students must develop an understanding of health care policy, organization, and finance and use this knowledge to make cost-effective clinical decisions, to improve health care delivery, and to enhance outcomes of patient care. Master's nursing education promotes an understanding of the principles, personal values, and beliefs that provide a framework for the decision making and consultation processes which influence the interventions and care delivered by clinicians. Professional role development provides students with a clear understanding of the nursing profession, advanced practice nursing roles, and the requirements for, and regulation of, these roles. Master's nursing education exposes students to a broad range of nursing and related theories and facilitates the integration of appropriate theory in the development of comprehensive and holistic approaches to care. Advanced practice nursing students understand the wide diversity of sub-cultural influences on human behavior including ethnic, racial, gender, age and class differences and demonstrate this understanding in the delivery of culturally sensitive care. Clinicians prepared in an advanced practice nursing program develop a strong theoretical foundation in health promotion, illness prevention, disease management, and maintenance of function across the health/illness continuum. These clinicians generate and use expert teaching and coaching strategies to promote and preserve health and healthy life styles.

Advanced practice nursing education requires additional core skills and knowledge to further support the role of clinician. Expert clinicians conduct comprehensive health assessments and physical examinations, using increasingly sophisticated communication and observational skills. They apply knowledge of system-focused, physiologic and pathologic mechanisms of disease as a basis for physical examination, diagnostic reasoning, decision making, and management of care. Knowledge of advanced pharmacology, including pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents, is essential to the clinician's selection of appropriate disease management and treatment modalities. Finally, advanced practice nursing students must have the opportunity to master knowledge of health care problems and to apply knowledge and skills in extensive clinical practice.

Undergraduate Nursing Program

Outcomes

All graduates of the undergraduate nursing program will be able to:

1. Incorporate science, theoretical and empirical knowledge from the liberal arts, basic sciences, and nursing to promote health, risk reduction, disease prevention, and, illness and disease management for the welfare of others.

2. Utilize an evidence based approach in the delivery of health care to individuals, families, groups, and communities within the global society.

3. Use critical thinking skills and the nursing process to design, provide, manage, and coordinate nursing care.

4. Participate with patients and interdisciplinary team members to improve quality patient care.

5. Incorporate knowledge of leadership management principles in professional role development.

6. Provide safe, humanistic nursing care to patients in a variety of settings by demonstrating respect for patient rights, professionalism, and ethical decision-making.

7. Demonstrate information literacy and utilization of healthcare technologies used to support the delivery of health care.

Policies

Policies specific to the nursing major are published in the undergraduate nursing student policy handbook. Each student is required to review the handbook online each academic year and submit the completed acceptance form to the nursing department secretary no later than the third week of the fall semester.

Selection, Advancement, and Graduation Criteria

Admission into Nursing

Students admitted to nursing in the traditional nursing undergraduate program (first year) must meet the general admission requirements of Misericordia University in addition to program-specific requirements specified below. Full-time transfer students must meet admission requirements as specified in the transfer student section of this catalog. Non-traditional applicants, such as second degree students and registered nurse students, must meet specific requirements as outlined below and in the appropriate nursing student policy handbooks. All non-nursing transfer credits will be evaluated by the registrar and the nursing department chair (or designee) to determine equivalencies.

Admission into undergraduate nursing requires:

a. SAT scores of 900 with a minimum score of 450 in the math and verbal exams
b. High school average of 80 or higher
c. B or above in science and mathematics courses
d. Completion of one year of chemistry, biology, and mathematics (including one semester of algebra).

Admission into the second degree nursing program requires:

a. Completed bachelor's degree
b. A minimum cumulative grade point average of 2.75
c. Completion of BIO 211, 212, 227, PSY 275, HP 241 (for full-time option only; in special circumstances, one or more of these courses can be completed as junior co-requisites with permission of the department chairperson).

Admission for RN students (those holding an RN license) include:

a. Graduation from an approved associate's degree or diploma nursing program; students are required to submit transcripts of all prior college-level course work and a copy of the RN license
b. Minimum cumulative grade point average of 2.75 for all prior college-level course work
c. Official written verification of a minimum of 1,000 hours of clinical practice in the past three years (waived for graduates of basic nursing programs in the three years prior to application).

Note: Curriculum requirements may vary based on transcript evaluation.

State Board Requirements

The nursing department, in accordance with the State Board of Nurse Examiners, advises all nursing students that felonious acts prohibit licensure in Pennsylvania as of January 1, 1997. The following is taken from the law.

The Board shall not issue a license or certificate to an applicant who has been:

1. Convicted* of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act", or
2. Convicted* of a felony relating to a controlled substance in a court of law of the United States and any other state, territory or country unless:
    a. At least ten years have elapsed from the date of the conviction;
    b. The applicant satisfactorily demonstrates to the Board significant progress in personal rehabilitation since the conviction such that licensure should not create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations, and
    c. The applicant otherwise satisfies the qualifications contained in this act.

A person convicted of any felonious act may be prohibited from licensure by the Board of Nursing at any time.

** Convicted includes a judgment, an admission of guilt, or a plea of no lo contendere.*

Special Expenses

In addition to tuition and fees, expenses for the major includes CPR certification and recertification, malpractice liability insurance, uniforms, NCLEX examination fee, developmental testing fees, annual health examination and immunization fees, clinical lab supply kit, membership in the National Student Nurses Association, and field trip expenses.

Transfer Students

All non-nursing transfer college credits will be evaluated by the registrar and the nursing department to determine equivalencies. Related field AAS degree-holders will be required to complete either by direct transfer and/or completion of coursework at Misericordia University, at least one course in all core curriculum areas prior to graduation.

Traditional Undergraduate Nursing Program

Normal Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Science Core	3
PSY 123	Introduction to Psychology	3
	History/Political Science Core	3
	English Core	3
SOC 101	Comparative Sociology	3

Second Semester		*Total Credits 15*
	Science Core	3
	English Core	3
	History/Political Science Core	3
PHL 100	Introduction to Philosophy	3
PSY 275	Developmental Psychology	3

Sophomore Year

First Semester		*Total Credits 17*
BIO 211	Anatomy and Physiology	4
BIO 227	Bacteriology	4
MTH 120	Math Reasoning	3
HP 241	Fundamentals of Nutrition	3
	Philosophy Core	3

Second Semester		*Total Credits 16*
BIO 212	Anatomy and Physiology	4
NSG 201	Foundations of Nursing	3
MTH 115	Statistics	3
	Elective	3
	RLS Core	3

Junior Year

First Semester		*Total Credits 15*
NSG 300	Conceptual Basis of Professional Nursing	2
NSG 301	FHP Adult 1	6
NSG 302	FHP Psych-mental Health	4
HP 320	Principles of Pharmacology Elective	3

Second Semester		*Total Credits 16*
NSG 303	FHP Adult 11	6
NSG 304	FHP Pediatric Nursing	4
NSG 305	Physical Assessment	3
	Religion Core	3

Senior Year

First Semester		*Total Credits 15*
HP(NSG) 410	Intro. to Nursing Research	3
NSG 401	FHP Adult 111	5
NSG 402	FHP Child-bearing and Family	4
	FA Core	3

Second Semester		*Total Credits 17*
NSG 403	FHP Aggregates and Populations	4
NSG 404	FHP Adult IV	4
NSG 405	Baccalaureate Capstone	3
	FA Core	3
	Elective	3

Total required credits for graduation 126 credits

** May be taken either fall or spring.*

Normal Sequence for Non-traditional Students

Accelerated Registered Nurse Option: Expressway RN to BSN§

The Accelerated Expressway RN to BSN Program is designed for highly motivated registered nurses who want to earn their degree in a timely manner. Credits are earned through transfer, advanced placement, and matriculation. Advanced placement credits (32 credits) for course work completed in a state-approved, nationally accredited associate's degree or diploma nursing program are awarded following successful completion of designated courses in the RN curriculum. After a transcript evaluation has been completed, the RN student completes the necessary individually determined core and cognate credits along with 19 credits of course work in the professional nursing major. This course work includes one clinical practice course in community health, which uses a flexible adult learning model for scheduling. As adult learners, RN students also have the opportunity to earn credit by CLEP subject exams and Prior Learning Assessment. Under ordinary circumstances, graduates of associate degree programs are not required to complete more than 66 total credits in core, cognate, and major requirements at Misericordia University. RN students who hold a bachelor's degree in another field are exempt from core requirements.

In addition to meeting the admission requirements for RN students, articulation status and the awarding of advanced placement credits is determined by the following:

a. Graduates from NLN accredited associate's degree or diploma nursing programs within three years of the application date are eligible for direct articulation and will be awarded 32 advanced-placement credits for their prior nursing course work.
b. Graduates from NLN accredited associate's degree or diploma nursing programs within four to ten years of the application date must provide official written documentation of completion of a minimum of 1,000 hours or more clinical practice during the three years prior to the application date to be eligible for direct articulation and the awarding of 32 advanced-placement credits for their prior nursing course work.
c. Applicants who have graduated more than ten years prior to the application date must provide a resume detailing clinical experience, along with official written documentation of completion of a minimum of 1,000 hours or more clinical practice during the three years prior to the application date. These candidates may be required to complete a full portfolio or validation testing prior to being eligible for articulation and the awarding of 32 advanced-placement credits prior to nursing course work.
d. Applicants who have not graduated from an NLN accredited nursing program must successfully complete validation testing before prior learning credits are awarded.

For more information, prospective students should contact the Expressway Office at (570) 674-3022.

§ An RN-MSN option is available for those registered nurses who do not hold a BSN degree and who wish to pursue graduate education (see Graduate Nursing Programs).

Core Requirements (number of credits vary; see core curriculum requirements)

Required Cognates Courses		*6 credits*
HP 241	Fundamentals of Nutrition	3
MTH 115	Basic Statistics	3
Required Professional Nursing Courses		*19 credits*
NSG 397	Professional Nursing Concepts I	2
NSG 398	Health Assessment Across the Lifespan	3
NSG 410	Introduction to Nursing Research	3
NSG 460	Professional Nursing Concepts II	4
NSG 465	Application of Professional Nursing Concepts	4
NSG 555	Legal, Ethical, and Public Policy Issues in Health Care	3

Elective Credits (number of credits vary)

Second Degree and Adult Learner Option

The second degree option is designed for individuals who have completed a non-nursing bachelor's degree. The adult learner option is designed for those individuals who have completed extensive college-level coursework and/or a non-nursing associate's degree.

Second Degree Day Options

Individuals entering the second degree option do not need to meet the core curriculum requirements of the university. The total number of credits required for graduation (126 credits) includes transferred core, nursing prerequisite courses (21 credits) and credits required in the nursing major (51 credits). In addition, 6 graduate credits can be earned while completing the BSN degree. The majority of the prerequisite courses must be completed prior to starting the nursing courses in the full-time program and all the prerequisites must be completed prior to starting the part-time evening option.

Adult Learner Option - PTAEP

Those completing the adult learner option may have to complete all university core courses. The total number of credits required for graduation (126 credits) includes core, prerequisites (21 credits) and credits required in the nursing major (51 credits). The majority of the prerequisite courses must be completed prior to starting the nursing courses in the full-time program and all the prerequisites must be completed prior to starting the part-time evening option. Students with a related field associate degree will be required to complete, either by direct transfer and/or completion of coursework at Misericordia University, at least one course in all core curriculum areas prior to graduation.

Both the second degree and the adult learner options are available in the full-time day and the part-time accelerated evening (PTAENP) formats.

Prerequisite Courses (21 - 24 credits) – Second degree and adult learner students take the following prior to starting The nursing courses:

BIO 227	Bacteriology	4
BIO 211	Anatomy and Physiology	4
BIO 212	Anatomy and Physiology	4
HP 241	Fundamentals of Nutrition	3
PSY 275	Child and Adolescent Psychology	3
NSG 201*	Foundations Essential to Professional Nursing Practice	3
MTH 115†	Basic Statistics	3

** NSG 201 coreq in second degree program with permission of chair*
† MTH 115 may be taken as a co-requisite in the full-time option only.
** May be taken either fall or spring.*

Nursing, Full-time Day Option

Sequence of Required Courses
Pre requisites: A&P I & II, Bacteriology, Developmental Psychology, Nutrition, NSG 201, Statistics

Sophomore Year

Second Semester *Total Credits 3*

NSG 201	Foundations Essential to Professional Nursing Practice	3

Junior Year

First Semester *Total Credits 12-15*

NSG 300	Conceptual Basis of Professional Nursing	2
NSG 301	FHP Adult 1	6
NSG 302	FHP Psych-mental Health	4
NSG 201	Foundations Essential to Professional Nursing Practice (May be taken concurrently with chairperson permission)	3

Second Semester *Total Credits 13*

NSG 303	FHP Adult 11	6
NSG 304	FHP Pediatric Nursing	4
NSG 305	Physical Assessment across the Lifespan	3

Senior Year

First Semester *Total Credits 12-15*

NSG 410 /HP 410	Introduction to Nursing Research	3
NSG 401	FHP Adult 111	5
NSG 402	FHP Child bearing and Family	4
GRAD	Elective	3

Second Semester *Total Credits 11-14*

NSG 403	FHP Aggregates and Populations	4
NSG 404	FHP Adult IV	4
NSG 405	Baccalaureate Capstone	3
GRAD	Elective	3

Part-time Accelerated Evening Nursing Program (PTAENP)

All classes are held on Monday and Thursday evenings. Classes start at 5 p.m. Other days may need to be scheduled depending on clinical availability. All students are admitted into a cohort which commences study in May of each year. Pre requisites: A&P I & II, Bacteriology, Developmental Psychology, Nutrition, Statistics

Year 1

Sequence of Required Courses

Summer

Monday Class - Thursday Clinical

NSG 201	Foundations Essential to Professional Nursing Practice	3
NSG 302	FHP Psych Mental Health	4

Fall 1

NSG 300	Conceptual Basis of Professional Nursing Practice	2
NSG 301	FHP Adult 1	6

Spring 1

NSG 303	FHP Adult 11	6
NSG 305	Physical Assessment across the Lifespan	3

Year 2

Summer 2

Session 1

NSG 304	FHP Pediatric Nursing	4
NSG 402	FHP - Child Bearing and Family (12 hour clinical/week)	4

Fall 2

NSG 403	FHP Aggregates and Populations	4
HP 320	Principles of Pharmacology	3

Spring 2

NSG 401	FHP Adult 111	5
NSG 410	Introduction to Nursing Research	3

Year 3

Summer 3

NSG 404	FHP Adult IV	4
NSG 405	Baccalaureate Capstone	3

Second Degree Students

Second degree students in good standing may earn graduate credits while completing the undergraduate program with permission of their advisor. Students may register to take any two of the following graduate courses after successful completion of the indicated prerequisite course work:

a. NSG 512 Concepts and Theories in Nursing
b. NSG 555 Legal, Ethical, and Public Policies in Health Care

Note: Taking graduate coursework may require students to attend classes at times other than proposed in the part-time schedule.

Nursing Course Descriptions (NSG)

201 Foundations of Nursing 3 credits

This course emphasizes basic nursing concepts and the recognition of select functional health patterns such as activity-exercise, nutritional-metabolic, elimination, and sleep-rest functional health patterns, Basic theoretical, scientific, and humanistic principles are taught and implemented within a nursing practice framework. Competencies in cognitive, affective, and psychomotor skills are developed and refined in clinical practice settings and/or simulated clinical situations.
(2 credits lecture and 1 credit clinical/laboratory)

Prerequisites: BIO 211, BIO 227, PSY 275, HP 241; Co-requisite: BIO 212

210 Conceptual Base of Nursing Practice 2 credits

The emphasis in this course is on assisting the student to develop a theoretical base for nursing practice. Students are introduced to nursing process and the metaparadigm. An overview of selected models/theories will be presented as a way to view nursing practice.

Prerequisites: Successful completion of all nursing prerequisites

300 Concepts of Nursing 2 credits

This course presents an overview of major health professions, with a focus on the profession of nursing. The emphasis in this course is on assisting the student to develop a theoretical base for professional nursing practice based on Gordon's functional health patterns. Students are introduced to the nursing metaparadigm, nursing theorists, and the nursing process as a foundation for baccalaureate nursing practice.

Prerequisites: NSG 201, BIO 212

301 Functional Health Patterns Adults I 6 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns, including coping and stress tolerance; cognitive-perceptual; nutritional/metabolic; activity and exercise; and elimination. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on the autonomic nervous, integumentary, musculoskeletal, and gastrointestinal systems, in addition to pain and infectious disease as health problems of adults. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 3 credits clinical/laboratory)

Prerequisites: NSG 201; Co-requisite NSG 300

302 Functional Health Patterns Psychiatric Nursing 4 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns of clients with psychiatric-mental health problems, including health perception/health management; cognitive-perceptual; sleep-rest; self perception/self concept; role-relationship; sexuality-reproductive; value-belief; and coping/stress tolerance. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for clients with acute and chronic mental health disorders. Emphasis is placed on psychobiology, psychiatric genetics, and psychosocial therapeutic modalities used in the nursing care of adults and children with psychiatric disorders. Students apply principles of psychopharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to clients in the psychiatric setting. (2 credits lecture and 2 credits clinical)

Prerequisites: NSG 201; Co-requisite NSG 301

303 Functional Health Patterns Adults II 6 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns, including cognitive-perceptual; nutritional/metabolic; activity and exercise. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on the metabolic, cardiovascular, sensory, autoimmune, and respiratory problems of adults. Students will work in a variety of settings including caring for patients in the perioperative period. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 3 credits clinical/laboratory)

Prerequisites: NSG 201; Co-requisite NSG 301

304 Functional Health Patterns Pediatrics 4 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns in children from infancy through young adulthood. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for pediatric clients and their families with acute and chronic illness in a variety of pediatric settings. Emphasis is placed on normal growth and development. Students examine the applications of current research evidence, principles of pharmacology, as well as legal and ethical issues influencing the planning and delivery of nursing care to pediatric clients and their families. (2 credits lecture and 2 credits clinical/laboratory)

Prerequisites: NSG 300, NSG 301, NSG 302; Co-requisite NSG 303

305 Physical Assessment 3 credits

This course examines techniques used by nurses in the ongoing assessment of the health status of patients. Emphasis is placed on interviewing skills, obtaining health histories, and physical assessment techniques used across the lifespan. (2 credits lecture and 1 credit laboratory)

320 (HP) Pharmacology 3 credits

This course provides students with the opportunity to develop the knowledge and understanding of essential principles of pharmacology. The course will focus on therapeutic classifications; characteristic drug groups; physiologic influences on drug effects; principles of therapy; drug interactions; and legal, ethical, and economic issues of drug therapy.

350 Intermediate Nursing Concepts Across the Lifespan I 3 credits

This course introduces concepts that establish a framework for wellness promotion within microsystems (individuals and families) across the lifespan. Research relevant to health promotion will be introduced.

Prerequisites: BIO 211, BIO 212, BIO 227, PSY 275, HP 100, HP 241, NSG 210. All coursework required through first year and sophomore year. Corequisites: NSG 355

351 Intermediate Nursing Concepts Across the Lifespan II 3 credits

The concept of wellness is explored as it relates to individuals and families. Stress is examined as it impacts on the wellness of persons experiencing alterations in comfort, mobility, acid-base, fluid & electrolyte, gas exchange and transport. Personal, theoretical and empirical knowledge from the sciences, humanities and nursing are utilized as a frame of reference for understanding the maintenance of wellness.

Prerequisites: NSG 350, NSG 355, NSG 365, NSG 361. Corequisite: NSG 356.

355 Application of Intermediate Concepts Across the Lifespan I 3 credits

This course will apply the nursing process and selected nursing theorists to wellness concepts of microsystems (individuals and families) throughout the lifespan.

Corequisite: NSG 350

356 Application of Intermediate Nursing Concepts Across the Lifespan II 3 credits

Selected nursing theorists are utilized to develop a framework of nursing care for clients and families experiencing a temporary loss in their level of wellness due to an alteration in comfort, stress, mobility, fluid and electrolyte balance, acid-base balance, transport and gas exchange. Health teaching, legal-ethical issues and research are discussed as they impact on individual/family wellness throughout the lifespan.

Corequisite: NSG 351

361 Clinical Application of Intermediate Nursing Concepts Across the Lifespan I 3 credits

The focus of nursing care is explored through clinical application of nursing process and nursing theories to clinical situations within microsystems (individual and families) across the lifespan. The student will focus on promotion of wellness.

Corequisites or prerequisites: NSG 350, NSG 355, NSG 365

362 Clinical Application of Intermediate Nursing Concepts Across the Lifespan II 4 credits

The focus of nursing care is explored through clinical application of nursing process and nursing theories to clinical situations with clients/families experiencing a temporary loss of wellness. The student is exposed to clinical situations of acute care and community health with clients across the lifespan. Semester junior year.

Corequisites or prerequisites: NSG 351, NSG 356, NSG 366

365 Intermediate Clinical Nursing Concepts, Strategies and Skills I 1 credit

This course develops and refines competencies in cognitive, affective, and psychomotor skills for application in clinical settings across the lifespan. Scientific and humanistic concepts are integrated with simulation of clinical skills.

Corequisites or prerequisites: NSG 350, NSG 355

366 Intermediate Clinical Nursing Concepts, Strategies and Skills II 1 credit

Develops intermediate competencies in cognitive, affective, and therapeutic communication skills for application in a clinical setting. Scientific and humanistic concepts are integrated with simulation of clinical skills for microsystems (individuals and families) experiencing a temporary loss of wellness across the lifespan.

Corequisites or prerequisites: NSG 350, NSG 355

397 Professional Nursing Concepts I 2 credits

This course focuses on concepts basic to the development of professional practitioners. Emphasis is placed on critical thinking, nursing theories, and the re-socialization of the professional nursing role. Knowledge bases for professional practice, the changing health care system, information technology, and practice strategies, including wellness and health promotion across the lifespan are explored.

Prerequisite: RN status

398 Health Assessment Across the Lifespan 3 credits

This course examines techniques used by registered nurses in the ongoing assessment of the health status of clients. Emphasis is placed on interviewing skills, obtaining health histories, and physical assessment techniques used across the lifespan.

Prerequisites: Junior nursing, senior nursing or RN status

401 Functional Health Patterns Adults III 5 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns, including coping and stress tolerance; cognitive-perceptual; health perception-health management, nutritional/metabolic; activity and exercise; and elimination. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on altered cellular proliferation, and alterations in endocrine, neurologic, oncology, renal and hepatic function as health problems of adults. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (3 credits lecture and 3 credits clinical)

Prerequisites: NSG 303, NSG 304, NSG 305; Co-requisite NSG 402

402 Functional Health Patterns Childbearing 4 credits

This course builds upon previous knowledge and skills from nursing, basic and psychosocial sciences and focuses on sexuality and reproductive functional health patterns of women and their families to achieve a positive pregnancy outcome and safe fetal environment. Emphasis is placed on normal, as well as, abnormal processes of childbirth to provide students with the knowledge and basic obstetrical skills to care for women, newborns, and families experiencing a normal obstetrical course and those experiencing complications. Students examine human genetics, the application of current research evidence, principles of pharmacology, and legal/ethical issues influencing the planning and delivery of nursing care to pregnant women, newborns, and families. In the clinical component of the course, emphasis is placed on the role of the professional nurse working in the obstetrical specialty, the application of the nursing process in providing nursing care to pregnant women, newborns, and families and the enhancement of critical thinking skills, therapeutic nursing interventions, select pharmacotherapies, effective communication and interpersonal skills. (2 credits lecture and 2 credits clinical)

Prerequisites: NSG 303, NSG 304, and NSG 305; Co-requisite NSG 401

403 Functional Health Patterns in Populations 4 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores alterations in functional health patterns, including self-perception, self-concept; sexuality-reproductive; coping-stress tolerance; health perception-health management, value-belief; cognitive-perceptual, and role relationship. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for individuals, families, aggregates, communities, and populations. Emphasis is placed on population-centered health care in the community. The values of public health nursing concepts are embedded within the implementation of community-oriented nursing practice. In the clinical component of the course, nursing practice takes place in a variety of public settings. Perspectives in global health care are considered in relation to a population-based approach and its major health problems and burdens of disease. Students examine the application of current research evidence, principles of pharmacology, as well as legal and ethical issues influencing the planning and delivery of health care to individuals, families, aggregates, communities, and populations. The role of the nurse as community leader is emphasized. (2 credits lecture and 2 credits clinical)

Prerequisites: NSG 401, NSG 402; Co-requisite NSG 404

404 Functional Health Patterns Adults IV 4 credits

This course builds upon previous knowledge and skills from nursing and the basic and social sciences and explores selected alterations in functional health patterns including, nutritional/metabolic; activity-exercise, elimination, cognitive-perceptual, health perception-health management pattern, coping and stress tolerance, and value-belief pattern.. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for adult clients with acute and chronic illness in medical surgical settings. Emphasis is placed on the normal aging process and pathophysiologic changes of adults with complex health problems and critical alterations in cardiovascular, integumentary, hematological, and multi-system dysfunction. Students apply principles of pharmacology and use critical thinking skills to examine current research evidence and legal-ethical issues that influence the planning and delivery of nursing care to adults and their families. (2 credits lecture and 2 credits clinical)

Prerequisites: NSG 401, NSG 402; Co-requisite NSG 403

405 Baccalaureate Capstone 3 credits

This capstone course is focused on facilitating the transition from the role of student to the role of the professional nurse in the contemporary health care environment. Strategies for success on the national licensing examination are designed and implemented. Students are introduced to leadership and management concepts as they apply to professional practice and the health care milieu. Critical analysis of legal, ethical, and diversity issues in health care is emphasized.

Prerequisites: NSG 401, NSG 402, ; Co-requisite NSG 403, NSG 404

410 Introduction to Nursing Research 3 credits

This introductory course is designed to prepare students to become consumers of research who critically evaluate and base care on evidence. Emphasis is placed on the components of the quantitative and qualitative research processes, the concepts and terms associated with these processes, and the competencies necessary to read, evaluate, and interpret research findings for practice. Building on critical thinking skills, this course will expand students' knowledge by assisting them to develop and use principles of evidence based healthcare to address problems in professional practice.

Prerequisite: MTH 115; Cross reference HP 410

** Students who have completed a three-credit research course may not be required to complete HP (NSG) 410.*

450 Advanced Nursing Concepts across the Lifespan I 3 credits

The focus of this course is on concepts relating to the group aspect of macro-systems. Restoration of wellness across the lifespan is addressed with emphasis on cell proliferation, neurological/neurobiological and endocrine deviations and behavioral adjustment. Group leadership and evaluation of selected research is emphasized.

Prerequisites: NSG 351, NSG 356, NSG 362, NSG 366. Corequisite: NSG 455

451 Advanced Nursing Concepts Across the Lifespan II 3 credits

The focus of this course is on concepts relating to macrosystems (groups and communities). Synthesis of wellness, multisystem problems and health care across the lifespan will be addressed, as well as application of research and leadership/management.

Prerequisites: NSG 450, NSG 455, NSG 461. Corequisite: NSG 456

455 Advanced Nursing Application Across the Lifespan I 3 credits

The nursing care of macrosystems (groups) in need of restoration of wellness across the lifespan will be addressed. Selected nursing theories will be used. Health teaching, legal/ethical issues and evaluation of research findings will be emphasized within the framework of the nursing process.

Corequisite: NSG 450

456 Advanced Nursing Application Across the Lifespan II 3 credits

The focus of this course is the application and synthesis of nursing in the community and in intense crises areas using selected nursing theorists. Health teaching, legal/ethical issues, leadership/management and the application of research will be emphasized within the framework of the nursing process.

Prerequisites: All courses through first semester senior year; corequisite: NSG 451

460 Professional Nursing Concepts II 4 credits

This course focuses on the concept of aggregates at-risk, including families and communities. Family and community assessment is emphasized. Nursing theory, nursing process, and principles of leadership and management are applied to models for health planning and population focused practice. Basic concepts of epidemiology are presented and applied to national health initiatives.

Prerequisite: NSG 397 (RN's only)

461 Clinical Application of Advanced Nsg Concepts Across the Lifespan I 4 credits

Clinical application of the concepts of selected nursing theorists are emphasized within the context of the nursing process. Nursing care is provided to groups in need of restoration of wellness in such settings as chronic and long-term care. Therapeutic communication skills, teaching/learning, legal/ethical issues and group processes will be emphasized.

Corequisite or prerequisites: NSG 450, NSG 455

462 Clinical Application of Advanced Nsg Concepts Across the Lifespan II 4 credits

Clinical application of concepts of selected nursing theorists will be addressed. Nursing care experience is provided within the framework of the nursing process to individuals/families and groups in the community to enable synthesis of previous learning experiences.

Corequisite or prerequisites: NSG 451, NSG 456

465 Clinical Application of Professional Nursing Concepts 4 credits

Clinical application of baccalaureate nursing concepts will be emphasized. Students will work with aggregates in the community to implement interventions to promote health. Nursing care delivery systems in the community will be explored. Application of case management principles and strategies for individuals and/or groups in the community will be examined.

Prerequisite: NSG 460 (RN's only)

466 Advanced Clinical Nursing Concepts, Strategies, and Skills 1 credit

This course further develops and refines advanced competencies in cognitive, affective and psychomotor skills for application in a clinical setting. Scientific and humanistic concepts are integrated with simulation of clinical skills.

Prerequisite: NSG 362

475 Issues in Nursing 2 credits

The focus of this course is to facilitate the student into the professional nursing role. The historical, current and futuristic aspects of nursing will be examined along with behavioral, socioeconomic, environmental, legal, ethical and political issues. Emphasis is placed on debate in order to promote active discourse and critical thinking.

Prerequisite: Completion of all 300 level nursing courses

480 Special Topics in Nursing 1-3 credits

This course provides students the opportunity to pursue the investigation of selected topics. Topics may vary from semester to semester and will be announced with preregistration information.

Occupational Therapy Major

College of Health Sciences
Degree MS, Occupational Therapy

Department Chair Grace Fisher, EdD, OTR/L

Coordinator, Doctoral Program Ellen McLaughlin, EdD, OTR/L

Coordinator, Weekend Program Gwen Bartolacci, OTD, OTR/L

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Since 1985, the occupational therapy department has been preparing occupational therapy practitioners to utilize theory-based, occupation-focused assessment and intervention strategies to assist the individual in improving functional performance. Recently, the curriculum has been updated to reflect the three themes of occupation, evidence based-practice and community based practice. Successful completion of the program results in a professional master of science degree in occupational therapy. Graduates of the program can expect to practice successfully in a variety of traditional and non-traditional health care delivery models with clients across the lifespan.

Two entry options are available. The weekday program is five years in length and is traditionally selected by recent high school graduates. The weekend program utilizes a three-year model, with classes meeting on alternating weekends year round. This program is specifically designed for COTAs and those individuals already possessing a baccalaureate degree in another discipline.

The five-year weekday program combines the foundation of a liberal arts education with professional occupational therapy coursework to produce a holistic practitioner who has a strong background in the use of occupation and critical inquiry skills to advance the profession. Students achieve a bachelor's degree in health science along with the master of science in occupational therapy degree. Opportunities exist to complete a bachelor of science degree in psychology, as well as a minor or certificate in several other areas of study, including a pediatric specialization.. This provides additional flexibility to the student who chooses to gain expertise to enhance the educational preparation within occupational therapy.

The program is accredited by the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Avenue, PO Box 31220, Bethesda, MD, 20814-3425, (301) 652-2682. Graduates of the program are eligible to sit for the occupational therapy examination given by the National Board for Certification in Occupational Therapy. Successful candidates are able to apply for occupational therapy licensure in the state chosen for employment.

Mission

The mission of the Occupational Therapy Department at Misericordia University is to provide an environment that reflects the values and attitudes of justice, mercy, service, and hospitality. The Trinity of Learning is exemplified by experiences in core courses in the liberal arts, the occupational therapy curriculum, and a variety of service-related experiences. We strive to provide quality education through high academic standards, an emphasis on understanding human occupation, and an emphasis on evidence-based practice; aim to offer outstanding professional preparation through specialty tracks and choices of undergraduate majors and minors directly related to the profession of occupational therapy; and work to serve others through an emphasis on volunteering and service learning experiences. We strive to provide educational opportunities in formats that are accessible to both entry level and post-professional students through our weekday, weekend, and post-professional programs. Our ultimate mission is to help students become competent, responsible and involved professionals within their communities.

Philosophy

The individual is a holistic, dynamic system that consists of biological, psychological, sociocultural and spiritual dimensions in interaction with the environment. Occupations are the primary means for individuals to interact with their environment. Occupations are the organizing elements that influence our perceptions and actions in an individualistic and emergent fashion.

The individual possesses an innate drive to explore and accommodate to their environment that is essential to human existence, not only as a means of survival, but also as enabling the process of self actualization (AOTA, 2003). The drive toward action when channeled into occupation is fundamental to development, health, adaptation and satisfaction.

Occupational performance reflects the individual's dynamic experience of engaging in daily occupations within the environment (Law & Baum, 1994). It includes the ability to adapt, cope with the challenges of daily living, and fulfill age specific life roles through goal directed meaningful occupations. The interpersonal relationships within an occupational context also influence performance. Dysfunction in occupational performance is an individually determined state of being defined at any one time by personal, social, and cultural variables (Fidler, 1996). Occupational therapy is the use and application of occupation and interventions to create a balanced lifestyle of occupational performance from the consumers' perspective. These interventions are based on a critical analysis of clinically relevant evidence and research literature. Occupational therapy prevents occupational dysfunction, and maintains, promotes and restores health and occupational performance through engagement in occupation and the use of compensatory, technological and environmental adaptation and modification (Practice Framework, 2002). The therapeutic relationship between consumer and therapist enhances occupational performance.

The education of the occupational therapy student is guided by several beliefs. We believe that individuals construct knowledge based on their unique interpretation of meaningful experiences. Education is not a product to be delivered, but rather is a process to be facilitated with each student. Faculty can encourage the construction of knowledge by setting the stage for meaningful interactions, reflections, and experiences (Howard, et al, 2000), however students are the architects of their own learning. The role of the student is to actively engage in occupations during the learning process, engage in self assessment and collaborate with other students in an increasingly self-directed manner. Involvement of the student in community based initiatives that reflect the values of mercy and service lead to the development of role emergent and creative professionals who are capable of taking the initiative to respond to the needs of their clients and communities. Engaging students in contribution's that add to the profession's body of knowledge provide a means for them to be developers of knowledge rather than merely recipients of information. Through this guided process, the student develops the ability to critically think, develop professional behaviors and integrate the skills necessary to become a life long learner.

Curriculum Design

A liberal arts education provides the essential academic foundation for occupational therapy education at Misericordia University. Within the occupational therapy curriculum, our students learn to analyze situations critically, think logically, employ scientific methodology appropriately, express themselves clearly and persuasively in both oral and written media, consider the numerous dimensions of the person during intervention including the physical, psychological, social, cultural, historical, and spiritual components; appreciate the arts and use them in their work; and follow a standard of ethical conduct in their personal and professional lives. These abilities are critical for laying the foundation for the student for transition to an entry level OT practitioner. As students progress through the five-year educational process, they are also socialized into the profession. This involves actively participating in professional organizations, becoming advocates for consumers, and developing a commitment to lifelong learning.

The manner in which the occupational therapy curriculum is delivered is complex. The curriculum design reflects both the mission and philosophy of the occupational therapy department and university as well as the philosophy of the profession.

This curriculum is designed on beliefs the occupational therapy faculty holds in regard to professional education. We hold that these beliefs are in accordance with our philosophy and reflect the program mission and are well incorporated into learning modules and program objectives. These include the following concepts:

> A solid foundation in the liberal arts and in normal growth and development allows for a thorough understanding of the dimensions of human performance.
>
> The development of knowledge occurs in a sequential process beginning with basic concepts and techniques and progressing to increasingly more complex constructs and application of these concepts and constructs in practice.
>
> Individuals construct knowledge based on their unique interpretation of meaningful experiences. Faculty can encourage the construction of knowledge by setting the stage for meaningful interactions, reflections, and experiences (Howard, et al, 2000), however students are the architects of their own learning.
>
> Skills of inquiry, critical reasoning and problem solving are essential professional behaviors for practicing occupational therapists.
>
> Continuous examination and definition of one's own values and attitudes are critical steps in the growth and development of professional behaviors and ethical practice.
>
> Development of interpersonal skills and an appreciation of the value of collaboration must be integral to all learning experiences.

The occupational therapy curriculum is designed in such a way as to reflect the values and intent of the profession. Students enter the program at two levels, each based on whether the student applies to the weekday five-year program or the three and a half year weekend college (WEC) program. Upon entry to the professional sequence of coursework, students follow a structured, integrated sequence of learning experiences that will prepare them to become entry-level occupational therapists. Based upon the profession's philosophy, the university and program mission, the educational outcome goals of the curriculum, which includes both didactic and fieldwork components (Level I and Level II), provide a learning experience such that: Graduates of the Misericordia University Occupational Therapy Program, will meet the following:

Occupational Therapy Program Curricular Goals:

1. Demonstrate skills necessary to participate in designing and implementing a beginning-level research project.
2. Describe the process an occupational therapist would use to engage in evidence based practice (EBP).
3. Demonstrate the usage of evidence based practice.
4. Recognize and respect the significance that incorporating EBP has for individual OT practitioners when interacting with their clients.
5. Demonstrate and analyze the role and importance of participation in occupation throughout the life span.
6. Assess client needs via an occupational profile and an occupational performance analysis.
7. Identify, analyze and apply major tenets from the discipline of occupational science.

8. Plan and implement occupation-based occupational therapy intervention programs that are culturally relevant, reflective of current occupational therapy practice and supported with appropriate theoretical perspectives.

9. Design and critique programs that promote access to occupational therapy and provide services for individuals, groups and populations, especially the underserved.

10. Demonstrate management and leadership skills that are applicable to a variety of practice settings.

11. Design creative and entrepreneurial ideas for occupational therapy services.

12. Demonstrate skilled collaboration and consultation when dealing with others in the community.

13. Evaluate the process for securing potential funding for pilot, start-up and on-going programs for occupational therapy.

14. Discuss and evaluate ongoing professional development to ensure a level of practice consistent with current and accepted standards.

15. Discuss major historical events and their influence on occupational therapy theory, models and practice.

Curriculum Themes

Three themes provide the overarching structure to the curriculum design. These themes were developed by the faculty following a full curricular review considering years of student feedback, program outcomes and consideration of the new standards and centennial vision. These themes are:

Occupation Focused Practice

Features of occupation focused practice include the ability to collaboratively determine the meaning and purpose of an individual's occupational profile, identify needs and priorities, and construct a plan of motivating therapeutic activities. This process, infused with occupations, reflects best practice and results in a more meaningful lifestyle.

Our curriculum is developed to foster an understanding and appreciation of:

the role of occupation throughout the life span

how occupation is used as a means and an end in occupational therapy practice

the value of occupation based assessment and intervention

how the focus on occupational performance improves therapeutic outcomes therapeutic outcomes

Evidence Based Practice

Evidence based practice is a collaborative process between therapist and client in which the best available research evidence, in combination with the therapist's clinical experience, is reviewed to determine the most appropriate therapeutic options that support the client's occupational goals. Essential to this is the therapist's ability to recognize and respect the significance that EBP will have for the profession, as well as for the client.

Community Initiative

Community initiatives help to increase access to occupational therapy services for all individuals, groups and populations, especially those underserved. We prepare students to work in emerging practice areas and community settings as well as traditional settings. We desire to instill in out students leadership characteristics for service to the community, including an entrepreneurial spirit, skilled interdisciplinary collaboration and the ability to identify funding resources.

Course Sequences

In order to meet our curricular goals, the sequence of coursework is delivered using a progressive approach. This sequence covers five areas: Liberal Arts & Foundational Knowledge, Individual Development and Occupation, Professional & Community Initiatives, Clinical Performance, Reasoning & Application, and Research & EBP: Strengthening our Knowledge Base. The five interwoven sequences of education are described in more detail below.

Sequence I Liberal Arts and Foundational Knowledge (Core, Cognate, OT 312, OT 313)

Students establish the foundation of knowledge through the completion of all liberal arts core courses, BIO 211 and 212:Anatomy and Physiology, OT 312 Functional Anatomy and OT 313 Applied Neuroscience. The science foundation provides a basis for clinical expertise regarding knowledge of body structures and functions. The liberal arts provide a broad foundation upon which to build the student's professional education. Required courses in psychology and psychopathology provide a further basis from which the student can begin to understand the interaction between the individual, their environment and

Sequence II Individual Development , Environment and Occupation (OT 205, 220, 221, 275, 320, 330, 335)

Students are introduced to the concepts of human growth and development through the two-course sequence exploring the Human Development (OT 220 and OT 221).and concurrently explore the theories and analysis of occupations from the perspective of self and other (OT 205, 275). OT 335 provides a thorough investigation of the influences that the environment may have on occupational performance, and OT 330 introduces the students to the many models and frames of reference that may be used to guide the development of a comprehensive and holistic approach to the client. OT 320 promotes students understanding of impairments and disabilities and their potential influences on occupational performance.

Sequence III Professional and Community Initiatives (OT 103, OT 410, 411, 412 570, 630)

Students learn the importance of developing professional behaviors and the application of these behaviors to develop individual therapeutic relationships and leadership skills in the community. Professional behaviors are introduced in OT 103, where broad issues about the profession, such as its' standards, ethics and vision for the future are discussed. The Community Based Practice Series (OT 410,411,412) provide less structured opportunities for students to create occupational opportunities in non-traditional settings, and to take an active role in the development of their learning. OT 570 assists the student in acquiring the traditional management and supervisory skills necessary in may of today's practice environments, as well as the leadership capacities for entrepreneurial work. OT 630, as a culminating course, requires the student to investigate the professional issues and trends in the profession that will challenge and motivate them as they enter into practice as entry level therapists.

Sequence IV Clinical Performance, Reasoning and Application (OT 405, 407, 510, 511 512, 601, 602)

The development of clinical skills begins in OT 405 and OT 407 where students acquire general competencies in conducting an occupation centered evaluation and assessment process and attaint he entry-level clinical skills that are required to progress through the intervention series in upcoming semesters. The Intervention Series, OT 510, 511 and 512, provide the students with opportunities to integrate prior levels of learning to construct intervention for a variety of clients with an occupation and evidence based approach derived from on theoretical principles. The final application of this sequence occurs during the student's Level II FW experiences (OT 601 and 602).

Sequence V Research and EBP – Strengthening our Knowledge Base (OT 520, 433, 633)

While basic bibliographic, search and information literacy are introduced early throughout the curriculum, the essence of the research series begins in OT 520 where students learn about qualitative and quantitative research designs, grants, and the research process. OT 690 and OT 695 require them to take a research proposal from start to finish, designing a study, collecting data, and analyzing and presenting results. OT 433 begins the evidence based practice components, where students complete and individual EBP review throughout the semester. These skills are later applied at the graduate level, in OT 633, where students work individually, but collaborate online to share resources while they are on Level II fieldwork. This final EBP course results in a project to be shared with the fieldwork site.

Admissions

Students with a diverse background of extracurricular activity, leadership positions, an appreciation for the relevance that occupation plays in their individual lives, and who meet the following criteria will be considered for the occupational therapy program:

Weekday five year professional entry-level master's degree:

High school science background required in biology and mathematics; physics recommended

Minimum of 2.5 cumulative high school GPA

1,000 SAT score and/or top 20th percentile in class ranking

Two letters of reference (at least one from an occupational therapist is highly recommended)

A full day (6-8 hours) of documented service in a health care setting with an occupational
therapist by the beginning of studies.

Submission of a 500-word, typed statement of personal and professional goals

On a space-available basis, students who do not meet the minimum criteria for SAT or class rank will have their applications competitively reviewed. Individuals selected then need to be successfully interviewed by an occupational therapy faculty member.

COTAs must submit evidence of current NBCOT certification

If a COTA, one year of full-time employment as a COTA is recommended.

Transfer into the weekday five-year professional entry-level master's degree

Misericordia University accepts a limited number of transfer students into the weekday five year entry-level master's degree program. Transfer students are typically admitted at the first year or sophomore level of this program. Transfer admission into the sophomore level occurs only when space is available. Transfer credits are evaluated on an individual basis by the registrar. The following criteria is applied in a competitive process:

Minimum 2.8 college/university cumulative GPA (if GPA is based on less than 30 credits, a 1,000

minimum SAT score is also required)

Two letters of reference (at least one from an occupational therapist is highly recommended).

A full day (6-8 hours) of documented service in a health care setting with an occupational therapist by the beginning of studies.

Submission of a 500-word typed statement of personal and professional goals

Weekend College Professional Entry-Level Master's Degree

Students who meet the following criteria will be considered for admission:

A baccalaureate degree in another discipline from an accredited program with a minimum of a 2.8 cumulative grade point average.

A certified occupational therapy assistant who has graduated from an accredited program with minimum of a 2.80 cumulative grade point average.

Admissions candidates are required to submit:

Two letters of reference (at least one from an occupational therapist is highly recommended).

A full day (6-8 hours) of documented service in a health care setting with an occupational therapist by the beginning of studies.

Submission of a 500-word, typed statement of personal and professional goals.

Successful interview with an occupational therapy faculty member. All applications are competively reviewed prior to this phase.

COTAs must submit evidence of current NBCOT certification, with one year of employment as a COTA highly desirable.

English Language Proficiency

If English is not your first language, or if English is not the primary language spoken in your home, you must submit the Test of English as a Foreign Language (TOEFL). The following are the minimum score requirements:

Internet-based TOEFL exam (iBT): The Internet-based TOEFL has four subsections, with a grading scale for each section from 1 to 30 (30 being the highest score). Misericordia University will look closely at the score for each section rather than the total score. The minimum scores for each section are as follows:

Writing:	22
Speaking:	22
Reading:	22
Listening:	22

Students should indicate on the registration form that they wish the test results to be sent directly to Misericordia University. The TOEFL code for Misericordia University is 2087.

Fieldwork

Fieldwork education is designed to provide occupational therapy students with opportunities to integrate academically acquired education with practice. It is during the students' experiences in fieldwork that they can learn, practice and refine skills of observation, evaluation, treatment planning and implementation, documentation and communication. In the fieldwork setting, the students begin to define their future role as practicing occupational therapists and can develop the necessary personal and professional skills essential in meeting the demands of this challenging profession.

Level I and Level II Fieldwork is an essential part of an occupational therapy program's curriculum as established by the American Occupational Therapy Accreditation Council for Occupational Therapy Education. At Misericordia University, fieldwork education begins in the junior year for a weekday student and ends in the fall semester of the graduate year. For weekend college students, fieldwork education begins in the second year of the program and ends in the spring semester of the graduate year.

Level I Fieldwork is integral to the academic courses offered in the occupational therapy curriculum. There is a Level I Fieldwork experience for each intervention course offered. Experiences in Level I Fieldwork include; observation, interaction with consumers and other professionals, opportunities to experience the intervention process under direct supervision, and evaluation of the student's performance in these areas. The experiential nature of the learning is a hallmark of Level I Fieldwork and carries the expectation of engagement with people in occupation across the life span continuum in a variety of settings. Students are primarily supervised by certified and licensed occupational therapists with at least one year experience. Students may also have the opportunity to be supervised by certified and licensed occupational therapy assistants and a variety of other health care professionals. Students are responsible for all costs incurred that are associated with fieldwork including but not limited to transportation, meals, and dress requirements.

Level II Fieldwork begins after successful completion of all required academic coursework. It is the cumulative educational experience in which students have the opportunity to apply academically acquired knowledge in assessing, planning and implementing occupational therapy intervention programs for consumers in a wide variety of traditional and non-traditional service settings. Students must complete six months of Level II Fieldwork experience and be supervised by a licensed and certified occupational therapist with at least one year of practice experience. Upon successful completion of all coursework, Level I and Level II Fieldwork, the student will qualify to take the NBCOT (National Board for Certification in Occupational Therapy) examination. Students are responsible for all costs incurred that are associated with fieldwork including but not limited to living arrangements, transportation, meals, and dress requirements.

Fieldwork Education is managed by the Academic Coordinator of Fieldwork Education. For more information related to Fieldwork Education, contact Dawn M. Evans, MS, OTR/L, Academic Coordinator of Fieldwork Education at 570-674-6415 or e-mail at devans@misericordia.edu.

Related Expenses

Additional expenses for occupational therapy students normally include a lab fee, uniforms, name pins, school patches, and a certification examination fee. Students are required to purchase an online practice examination, which will be added to fees for the final year of the program. As part of professional development, students are expected to become members of the American Occupational Therapy Association and are encouraged to become members of the Pennsylvania Occupational Therapy Association (each Association has reduced student rates; details are available in the occupational therapy office). Students entering the program are required to join the American Occupational Therapy Association, with membership added to student fees. Attendance at professional conferences is encouraged as students continue their lifelong commitment to learning. Students should plan on regular use of a computer for course communications and assignments. There are several state-of-the-art computer laboratories on campus.

Retention

Retention requirements for the occupational therapy program can be found in the occupational therapy program guide. Retention criteria for overall GPA, major GPA, and individual course grade minimums vary at different levels of the program. Refer to the occupational therapy program guide for details.

Degree and Options

Upon successful completion of all requirements students in the weekday program and COTAs in the weekend program are issued a BS in health sciences and a MS in occupational therapy. Students with bachelors' degrees upon admission to the programs take relevant courses to be issued an MS in occupational therapy. There are several options available to students primarily in the weekday program for their undergraduate degree. Students can earn an undergraduate major in psychology by taking five additional courses in the spaces below marked "free electives," plus doing some of their fieldwork in a psychiatric setting. A specialization in pediatrics is also offered to students in the traditional weekday program. Minors in several disciplines are also options. Finally, minors are available in music, art, and dance at neighboring institutions through a cross registration agreement.

Five Year Entry Level MS Weekday Program

Sequence of Required Courses—Weekday Program

First Year

First Semester		*Total Credits 16*
PHY 117	Physics Introduction I	4
MTH	Mathematics Bank I	3
PSY 123	Introduction to Psychology	3
OT 103	Intro to OT	3
or FA	Core	
ENG	Core	3

Second Semester		*Total Credits 16*
PHY 118	Introductory Physics II	4
SOC 101	Comparative Sociology	3
MTH 115	Basic Statistics I	3
ENG	Core	3
FA or	Core	3
OT 103	Intro to OT	

Sophomore Year

First Semester		*Total Credits 16*
BIO 211	Anatomy and Physiology	4
OT 205	Occupation: Theories & Persp I	3
OT 220	Human Developement I	3
PSY/ SWK 285	Communication Skills	3
OT 320	Impairments & Disabilities	3

Second Semester		*Total Credits 16*
BIO 212	Anatomy and Physiology	4
OT 275	Occupation: Theories & Persp II	3
OT 221	Human Development II	3
OT 335	Context and Environment	3
PSY 290	Psychopathology	3

Junior Year

First Semester		*Total Credits 16*
OT 312	Functional Anatomy	4
OT 330	Conceptual Foundations of OT	3
OT 405	Occ. Performance Analysis	3
OT 407	Clinical Skills	3
	Elective	3

Second Semester		*Total Credits 16*
OT 313	Applied Neuroscience	4
OT 520	Research Design in OT	3
OT 410	Community based Practice I	2
OT 510	Adult/Geriatric Occupational Performance Interventions I	4
RLS	Core	3

Senior Year

First Semester		*Total Credits 16*
OT 511	Adult/Geriatric Occupational Performance Interventions II	4
OT 411	Community Based Practice II	1
OT 433	Evidence Based Practice in OT I	2
PHL	Core	3
HIS	Core	3
	Elective	3

Second Semester		*Total Credits 17*
OT 512	Pediatric Occupational Performance Interventions	4
OT 412	Community Based Practice III	1
HIS	Core	3
OT 690	Research Project I	3
PHL	Core	3
	Graduate Year Elective	3

Graduate Year

First Semester		*Total Credits 14*
OT 601	Level II Fieldwork I	6
OT 602	Level II Fieldwork II	6
OT 633	Evidence Based Practice in OT II	2

Second Semester		*Total Credits 17*
OT 570	Management & Entrepreneurship	3
OT 630	OT Issues and Trends	2
OT 695	Research Project II	3
FA	Core	3
RLS	Core	3
	Elective	3

Total required for graduation 160 credits

Three Year Entry-level MS Weekend Program- Overview

The weekend program utilizes a three-year model, with classes meeting on alternating weekends year round. This program is specifically designed for individuals who possess a baccalaureate degree in another discipline. COTAs may meet the requirements for a bachelor's degree in health sciences by completing the prerequisite year and the first year of the professional curriculum. The weekend program presents professional occupational therapy coursework in an adult learning model to produce a holistic practitioner who has a strong background in the use of occupation and critical inquiry skills to advance the profession. Some courses include the use of Blackboard as a distance learning component, with reduced face to face meeting time.

Three Year Entry Level MS Weekend Program

Prerequisite Year for Individuals with an Associate Degree

Sequence of Required Courses

First Semester		*Total Credits 13*
BIO 211	Anatomy & Physiology I	4
PSY 290	Psychopathology	3
ENG Core		3
HIS Core		3

Second Semester		*Total Credits 10*
BIO 212	Anatomy & Physiology II	4
PHL Core		3
RLS Core		3

Summer		*Total Credits 13*
MTH 115	Statistics	3
PHY 117	Physics Introduction I	4
FA Core		3

First Year Professional

First Semester		*Total Credits 9*
OT 103	Intro to OT	3
OT 220	Human Development	3
OT 320	Impairments & Disabilities	3

Second Semester		*Total Credits 9*
OT 205	Occupations I	3
OT 221	Human Development II	3
SWK 285	Communication Skills	3

Summer		*Total Credits 10*
OT 275	Occupations II	3
OT 330	Conceptual Foundations	3
OT 312	Functional Anatomy	4

Second Year Professional

First Semester		*Total Credits 10*
OT 313	Applied Neuroscience	4
OT 405	Occupational Performance Analysis	3
OT 407	Clinical Skills	3

Second Semester		*Total Credits 9*
OT 410	Community-based Practice I	2
OT 510	Adult/Geriatric Occupational Performance Interventions I	4
OT 520	Research Design in OT	3

Summer		*Total Credits 10*
OT 335	Contextual Influences on Performance	3
OT 411	Community-based Practice II	1
OT 433	Evidence-based Practice in OT I	2
OT 511	Adult/Geriatric Occupational Performance Interventions II	4

Third Year Professional

First Semester		*Total Credits 8*
OT 412	Community-based Practice III	1
OT 512	Pediatric Occupational Performance Interventions	4
OT 690	Research Project 1	3

Second Semester		*Total Credits 14*
OT 601	Level II Fieldwork I	6
OT 602	Level II Fieldwork II	6
OT 633	Evidence-based Practice in OT II	2

Summer		*Total Credits 8*
OT 570	Management & Entrepreneurship in OT	3
OT 630	OT Issues and Trends	2
OT 695	Research Project II	3

Weekend College Prerequisites
Prerequisite Year for Individuals with an Associate Degree

Sequence of Required Courses

First Semester		*Total Credits 13*
BIO 211	Anatomy & Physiology I	4
PSY 290	Psychopathology	3
ENG Core		3
HIS Core		3

Second Semester		*Total Credits 10*
BIO 212	Anatomy & Physiology II	4
PHL Core		3
RLS Core		3

Summer		*Total Credits 13*
MTH 115	Statistics	3
PHY 117	Physics Introduction I	4
FA Core		3

First Year Professional

First Semester		*Total Credits 9*
OT 103	Intro to OT	3
OT 220	Human Development	3
OT 320	Impairments & Disabilities	3

Second Semester		*Total Credits 9*
OT 205	Occupations I	3
OT 221	Human Development II	3
SWK 285	Communication Skills	3

Summer		*Total Credits 10*
OT 275	Occupations II	3
OT 330	Conceptual Foundations	3
OT 312	Functional Anatomy	4

Second Year Professional

WEC students must complete the following prerequisite (cognate) classes before entering the professional phase of the program:

4 credits - BIO 211 Anatomy & Physiology I
4 credits - BIO 212 Anatomy & Physiology II
3 credits - MTH 115 Statistics
3 credits - PSY 290 Psychopathology
3 credits - PHY 117 Physics Introduction I (with Lab)

The occupational therapy department reserves the right to make changes in schedules, sequences, and policies as the need arises.

Occupational Therapy Course Descriptions (OT)

103 Introduction to Professional Behaviors in Occupational Therapy 3 credits

The course will address an introduction into the profession of occupational therapy and the Misericordia University Occupational Therapy program curriculum, policies and procedures. Specific topics will include: American Occupational Therapy Association policies and documents, the OT Practice Framework and the history of the profession. The course will have students apply concepts from occupational therapy to their own learning and life experiences.

Prerequisite: OT major. Spring; WEC: Fall

205 Occupation: Theories and Perspectives I 3 credits

An exploration of the biologic, psychologic, social, and cultural elements of occupational behavior are discussed. The relationship of occupation to the evolution of an individual sense of competence and autonomy, social efficacy and motivation, social role learning, and development of adaptational styles are explored. Through a series of laboratory and community experiential activities, students will enhance their personal activity repertoire as well as learn the process for activity analysis.

Prerequisite: OT 103. Fall only

220 Human Development Through Occupation I 3 credits

In this course, development from birth through adolescence will be studied both from the viewpoints of psychology, occupational science and occupational therapy. An understanding of the biosocial, cognitive, psychosocial, and spiritual changes as a person ages will be presented. Engagement in human occupation and how it influences the developmental process will be explored.

Prerequisites: OT 103. Fall only

221 Human Development Through Occupation II 3 credits

In this course, adult development will be studied both from the viewpoints of psychology, occupational science and occupational therapy. An understanding of the biosocial, cognitive, psychosocial, and spiritual changes as a person ages will be presented. Engagement in human occupation and how it influences the aging process will be explored.

Prerequisite: OT 220. Spring only

275 Occupation: Theories and Perspectives II 3 credits

Through a variety of experiences in purposeful activity, students will explore the dimensions and characteristics of human occupation. This will include the real and symbolic aspects of the activity and its contribution to the development of a personally appropriate lifestyle. This course extends the concepts explored in OT 205 to include the extrapersonal dimension of activity. Through a series of classroom and community-based experiential activities, students expand their personal activity repertoire, their activity leadership skills, and their understanding of activity analysis.

Prerequisite: OT 205. Spring only

312 Applied Functional Anatomy 4 credits

This course will provide the student with a detailed understanding of the musculoskeletal anatomy of the limbs, trunk, and head in humans. Since this understanding is critical to enhance the ability of the student to work with clients with disabilities, it is considered as a foundation for the study of occupational therapy intervention. The focus of the course will be on the bones and muscles of the limbs and trunk, and how they work to produce movement. Case studies will be used to facilitate learning. The course will include some content on the nerves and blood supply to these organs, as they influence function.

Prerequisites: BIO 211, BIO 212, OT 220, OT 221, PHY 107. Fall WEC: Summer

313 Applied Neuroscience 4 credits

Through exploration of case studies, the student learns normal and pathological anatomy and neurology, and how it relates to human function and dysfunction. Students will participate in guided exploration of the neurological and musculoskeletal systems, evaluating representative case models. In the laboratory component, students will learn various evaluation techniques that can be used to identify and evaluate dysfunction of neurologic systems, bones, or muscles.

Prerequisites: Bio 211, Bio 212, OT 220, OT 221, PHY 107. Spring; WEC: Fall

320 Impairments and Disabilities Influencing Occupational Performance 3 credits

Through the study of medical terminology, International Classification of Functions, and the OT Practice Framework, the student learns a system of classification of impairments and disabilities. The consequences of diseases, injuries, or disorders and the implication that these have on the livelihood of individuals typically referred to occupational therapy for intervention will also be addressed.

Prerequisite: OT 220/221. Fall, WEC: Fall

330 Conceptual Foundations of Occupational Therapy 3 credits

Students conduct an in-depth exploration of occupational therapy through the study of its history, philosophy, frames of reference, and leaders. Emphasis will be on the application, integration, and analysis of current and emerging theories and frames of reference that impact the occupational therapy process.

Prerequisites: All 200 level courses. Fall, WEC: Summer

335 Context and Environment 3 credits

The course will explore the impact of the non-human components of the environment on the functional performance of individuals with disabilities, and environmental adaptations (including assistive technologies) that allow a person with a disability to function more fully in the environment. The course will examine the affect of lighting, temperature, visual and auditory stimuli, and physical structure on the cognitive, physical, and emotional performance of individuals with disabilities, and how these factors influence control, independence, and freedom of the individual.

Prerequisites: SOC 101, OT 330, PHY 107, all 200 level OT courses Spring; WEC: Summer

405 Occupational Performance Analysis 3 credits

This course addresses the evaluation system used by occupational therapists in practice including the development of an occupational profile and an occupational performance analysis. Selected interview, observational, standardized, and non-standardized assessment instruments will be covered.

Prerequisites: OT 320, OT 335. Fall, WEC: Fall

407 Clinical Skills 3 credits

Students will be introduced to mobility skills, splinting, therapeutic exercise, physical agent modalities, critical care issues, positioning and basic handling techniques, and professional behavior issues. This course is designed to prepare the student for in-depth analysis and application of intervention strategies that will be addressed in the OT Intervention Series. This course is integrated with course content from OT 405 OP Analysis.

Prerequisites: OT 320. Fall, WEC: Fall

410 Community-based Practice I 2 credits

Students will be introduced to the topic of community based practice and emerging areas of practice within occupational therapy. Students will explore the changes that are occurring within the healthcare delivery system and address other non-medical models of practice. Community-based Practice I will focus on community-based mental healthcare settings. A fieldwork experience will be coordinated with the OT 510 Occupational Therapy Intervention: Adults I.

Corequisite: OT 511. Spring, WEC: Spring

411 Community-based Practice II 1 credit

Community-based Practice II will focus on community-based intervention strategies for older adults with physical and psychosocial dysfunction as well as the well-elderly dealing with age-related issues. Students will integrate and apply knowledge from OT Community-Based Practice I and focus on the needs of older adults living within the community. A fieldwork experience will be coordinated with the OT 511 Occupational Therapy Intervention: Adults II.

Corequisite: OT 511. Fall, WEC: Summer

412 Community-based Practice III 1 credit

Community-based Practice III will focus on community-based intervention strategies for the pediatric population. Students will integrate and apply knowledge from OT Community-Based Practice I and II and focus on the needs of infants, children, and adolescents living within the community. A fieldwork experience will be coordinated with the OT 512 Occupational Therapy Intervention: Pediatrics.

Corequisite: OT 512. Spring WEC: Fall

430 Specialization Sequence: Sensory Integration

This course is designed to augment the Intervention course series, particularly the Intervention I course. The purpose of this course is to prepare the student to implement the occupational therapy process with consumers affected by sensory integrative disorders and to be knowledgeable about factors that impact service delivery. In-class exercises and out-of-class assignments will be provided to improve students' skills and increase students' self-confidence with the material. This class should not be considered as a preparatory class for SI Certification. Enrollment in this course is usually limited to students pursuing the pediatric specialization track in the traditional program.

Spring, fourth year

433 Evidence-based Practice I 2 credits

In Evidence-based Practice I students will be introduced to the topic of evidence-based practice to support the practice of occupational therapy. Students will develop a clinical question, gather current published evidence, complete a critical review of the evidence, and summarize and present the results of the critical appraisal process.

Prerequisite: OT 520. Spring, WEC: Spring

510 Adult/Geriatric Occupational Performance Interventions I 4 credits

The Occupational Therapy Intervention Adults I and II course series is offered over two consecutive semesters in an integrated model which teaches intervention skills required by the practicing occupational therapist. The process of intervention which this course series emphasizes includes: screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services. This is done in accordance with the profession's standards of practice and code of ethics. Occupational Therapy Intervention Adults I and II are sequential in nature with emphasis on various types of service delivery systems and the common conditions seen in clients from late adolescence through the rest of the life span. Intervention strategies are addressed according to the delivery system and client condition being examined. The content is divided into the following modules: psychosocial dysfunction/psychiatric conditions, orthopedic/musculoskeletal conditions, neurorehabilitation, cardiopulmonary conditions and critical care, oncology, and other conditions. Due to the sequential nature of Intervention Adults I and II, textbooks are combined for both courses and there will be some overlap, continuation, and sharing of information.

Prerequisites: OT 405, OT 407. Spring, WEC; Spring

511 Adult/Geriatric Occupational Performance Interventions II 4 credits

The Occupational Therapy Intervention Adults I and II course series is offered over two consecutive semesters in an integrated model which teaches intervention skills required by the practicing occupational therapist. The process of intervention which this course series emphasizes includes: screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services. This is done in accordance with the profession's standards of practice and code of ethics. Occupational Therapy Intervention Adults I and II are sequential in nature with emphasis on various types of service delivery systems and the common conditions seen in clients from late adolescence through the rest of the life span. Intervention strategies are addressed according to the delivery system and client condition being examined. The content is divided into the following modules: psychosocial dysfunction/psychiatric conditions, orthopedic/musculoskeletal conditions, neurorehabilitation, cardiopulmonary conditions and critical care, oncology, and other conditions. Due to the sequential nature of Intervention Adults I and II, textbooks are combined for both courses and there will be some overlap, continuation, and sharing of information.

Prerequisites: OT 510. Fall, WEC: Summer

512 Pediatric Occupational Performance Interventions 4 credits

This course will focus on occupational therapy intervention strategies for pediatric populations. Models of practice, theories, and frames of reference guide the intervention process for individuals whose occupational performance is affected by various developmental, physical, and psychosocial conditions. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation of services are all aspects covered in the course. This is done in accordance with the profession's standards of practice and code of ethics.

Prerequisite: OT 405, OT 407, OT 510/511. Spring, WEC: Fall

520 Research Design in Occupational Therapy 3 credits

This course presents the principles and processes involved in research. Qualitative and quantitative approaches are reviewed and analyzed relative to their strengths, limitations, and practical uses. The application of appropriate research methods to problems worthy of study is stressed. The student will complete a research proposal as part of this course.

Prerequisites: MTH 115, OT 405, OT 407. Fall only; WEC: Spring

630 Occupational Therapy Issues and Trends 3 credits

Students explore, discuss and critically analyze issues affecting occupational therapy practice including reimbursement, role delineation, professional autonomy, legislation, health care systems, and managed care.

Prerequisites: All 100-500 level OT courses; Co-requisite: OT 602. Spring; WEC: Summer

570 Occupational Therapy Management and Supervision 3 credits

The occupational therapist's role in financial management, human resource management, staff development, quality assurance, program management, and evaluation are explored. There is special emphasis on supervisory processes in facilitating professional growth and development, and management of COTAs and OTAs. Components of program planning, needs assessments, data collection and analysis, and resource allocation are introduced.

Prerequisites: All 100, 200, 300 level OT courses, intervention series I and II Corequisites: OT 424, OT 520, OT 524, OT 724. Spring; WEC: Fall

601 Level II Fieldwork I 6 credits

This practical educational experience is designed to integrate and apply an academically acquired body of knowledge. There is particular emphasis on the development of clinical reasoning; the transmission of the values, beliefs, and ethical commitments of occupational therapy; communication of professional behaviors; and the development and expansion of a repertoire of occupational therapy assessments and intervention methodologies. This is a three month experience.

Prerequisites: All 100, 200, 300 level OT courses, all intervention series courses, OT 570 and by permission of the fieldwork coordinator. Summer; WEC: Spring

602 Level II Fieldwork II 6 credits

This three-month internship emphasizes the integration and application of an academically acquired body of knowledge and research enabling the student to achieve a level of competence in direct care that is congruent with the standards of entry-level practice of the profession of occupational therapy. Students must take this class as a follow-up class to OT 601 in order to meet the educational prerequisites to graduate and to be eligible to sit for the examination offered by the National Board for Certification in Occupational Therapy

Prerequisites: All 100, 200, 300 level OT courses, all intervention series courses, OT 570, OT 601 and by permission of the fieldwork coordinator. Fall; WEC: Spring

610 Elective: Special Topics in Occupational Therapy Practice 3 credits

Specialized areas of occupational therapy practice will be discussed; these will include, but are not limited to, hand therapy, sign language, assessment in pediatric practice, pediatric splinting, introduction to neuordevelopmental intervention techniques, and a series of courses offered in other disciplines within the College of Health Sciences. Topics vary each year depending upon the student interest and the availability of faculty with professional specialty expertise.

Prerequisite: By permission of the instructor. Spring; WEC: Summer

620 Analysis of Occupational Therapy Theories and Practice Models 3 credits

Students conduct an in-depth study of theory development and analysis as it relates to macro and micro models of occupational therapy practice. This includes a comprehensive comparative analysis of frames of reference in differing health care delivery systems and ongoing research applications employed to validate the occupational therapy process.

Prerequisites: All-500 level OT courses; Corequisite: OT 601. Spring; WEC: Summer

633 Evidence-based Practice II 2 credits

Students will apply knowledge from OT Evidence-based Practice I and complete an in-depth evidence-based project related to occupational therapy practice. Students will develop a clinical question (relevant and applicable to a Level II Fieldwork placement), gather current published evidence, complete a critical review of the evidence, and summarize and present the results of the critical appraisal process. This course is online.

Prerequisite: OT 433
Co-requisite: OT 601 or 602 Completed during Level II Fieldwork

690 Research Project I 3 credits

Students will begin a research project that contributes to the knowledge-base of occupational therapy; the outcome will include a paper acceptable for publication in a professional journal.

Prerequisites: MTH 115, OT 520. Spring; WEC: Summer

695 Research Project II 3 credits

Students will complete a research project that contributes to the knowledge-base of occupational therapy; the outcome will include a paper acceptable for publication in a professional journal.

Prerequisite: OT 690. Spring; WEC: Fall

Philosophy Major

College of Arts and Sciences
Degree BA, Philosophy
Department Chair Matthew L. Swanson, PhD

Faculty

Julie Kuhlken, Assistant Professor of Philosophy, BS, BA, MA Stanford University; MA, PhD Middlesex University

Mark Painter, Professor of Philosophy, BA Evergreen State College; MA University of North Texas; PhD University of Missouri

Melanie Shepherd, Assistant Professor of Philosophy, BA Hanover College,PhD The Pennsylvania State University

Matthew L. Swanson, Associate Professor of Philosophy, BA, MA, PhD University of Missouri

This program presents philosophy as an integral life activity growing out of a deep and passionate concern with life and its meaning and the recognition that the traumatic changes that mark an age and affect all people involve philosophical issues. In its academic mode, philosophy is noted for cultivating those dispositions and aptitudes requisite for critical thinking and sound judgment. In this function, it provides the strongest preparation for rational living and intelligent participation in contemporary discussions about issues such as freedom, justice, personal authenticity, morality, and political legitimacy.

Pre-Law Specialization

The pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program represents sound preparation for the Law School Admissions Test and the study of law.

General Requirements

Philosophy majors must complete 30 credits in philosophy beyond the six credits that satisfy core requirements, and maintain a 2.00 (C grade) average overall and in the major. They are also required to take Introduction to Logic (PHL 105), Introduction to Ethics (PHL 102) and the four upper level historical courses: Ancient Philosophy (PHL 320), Early Modern Philosophy (PHL 330), 19th Century Philosophy (PHL 340) and 20th Century Philosophy (PHL 430). A proficiency in a foreign language is advisable.

A large number of free electives allows students flexibility in personalizing their studies. Majors can, with approval of their advisors, either select from various minors and areas of concentration, pursue double majors, or select clusters of advanced courses from different disciplines in pursuit of more integrated understanding.

Philosophy BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
PHL 100C	Introduction to Philosophy	3
	Core	3
	Core	3
	Core	3
	Core	3

Second Semester		*Total Credits 15*
PHL 102M	Introduction to Ethics	3
	Core	3
	Core	3
	Core	3
	Core	3

Sophomore Year

First Semester		*Total Credits 15*
	Free elective	3
	Core	3
	Core	3
PHL 105M	Introduction to Logic	3
PHL	Free elective	3

Second Semester		*Total Credits 15*
	Free elective	3
	Core	3
	Core	3
PHL	Free elective	3
PHL	Free elective	3

Junior Year

First Semester		*Total Credits 15*
PHL 320	Ancient Philosophy	3
PHL	Free elective	3
	Free elective	3
	Free elective	3
	Core	3

Second Semester		*Total Credits 15*
PHL 330	Early Modern Philosophy	3
	Free elective	3
	Free elective	3
	Free elective	3
	Core	3

Senior Year

First Semester		*Total Credits 15*
PHL 340	19th Century Philosophy	3
PHL	Free elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 15*
PHL 430	20th Century Philosophy	3
PHL	Free elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Total required for graduation 120 credits

Philosophy, Pre-law

Degree BA, Philosophy
Department Chair Matthew L. Swanson, PhD
For information contact Brian F. Carso, JD, PhD

The pre-law specialization was developed in accordance with the Association of American Law Schools, which recommends that prospective law students have a broad liberal arts background. The program represents sound preparation for the Law School Admission Test and the graduate study of law.

The program has been carefully designed to develop ability in expression and analytical comprehension, to afford basic information about human institutions and values, and to cultivate the ability to think creatively and critically with thoroughness and independence.

Students may choose to major in English, history, philosophy, or interdisciplinary studies. Upon satisfactory completion of the major program requirements and the pre-law program requirements, the student will earn a bachelor of arts degree in English, history, philosophy, or interdisciplinary studies with a pre-law specialization.

Pre-law students must fulfill the general and specific requirements of the university and of the specific major as stated in the catalog for retention in the program and for recommendation to law school.

Pre-law students should register with the pre-law director, who can provide advice on course selection and information concerning the Law School Admission Test (LSAT) and law schools can be obtained.

Philosophy Prelaw BA Degree

Suggested Course of Study, Pre-professional Curriculum

First Year

First Semester		*Total Credits 3*	*Second Semester*		*Total Credits 3*
POL 100	American National Government	3	POL 103	Global Politics	3

Sophomore Year

First Semester		*Total Credits 3*	*Second Semester*		*Total Credits 3*
POL 251	Law Seminar I	3	POL 252	Law Seminar II	3

Junior Year

First Semester		*Total Credits 3*	*Second Semester*		*Total Credits 3*
POL 405	American Constitutional Law I	3	POL 406	American Constitutional Law II	3

Senior Year

First Semester		*Total Credits 6*	*Second Semester*		*Total Credits 3*
POL 450	Law Internship I	3	POL 451	Law Internship II	3
BUS 352	Business Law	3	POL	Free Elective	3

Total required for graduation 120.

Philosophy Course Descriptions (PHL)

100 Introduction to Philosophy 3 credits

This course examines those pivotal philosophies that have most significantly shaped the evolution of Western culture. Its aim is to critically reflect on the defining ideas of both tradition and the modern world, and to explore the specific challenges modernity poses to traditional thought. This course is a core requirement, and a prerequisite for all other philosophy courses. It is also offered in the honors colloquia.

Fall and Spring

102 Introduction to Ethics 3 credits

This course investigates the basic issues and problems encountered in the field of ethical theory. These issues include the prescriptive/descriptive distinction, the motivation for morality, virtue vs. rule-based ethics, deontological vs. consequentialist theories, moral psychology, and meta-ethical analysis. As a philosophical reflection upon our moral experience special emphasis is placed upon rational justification for the stances we take in these issues.

Fall and Spring

105 Introduction to Logic 3 credits

This course is intended to provide students with the skills needed to apply logical principles, techniques of critical thought, and argumentation to the analysis of their own words and the words of others. Emphasis will be on assessing the legitimacy of arguments, detecting common fallacies, evaluating evidence and improving skills in reasoning.

111 Makers of the Modern Mind (Honors) 3 credits

This course examines the pivotal philosophies from Descartes to Heidegger that have most significantly shaped the evolution of modern Western culture. Its aim is to critically reflect on the defining ideas for both tradition and modernity so that students may explore the meanings of modernity.

Prerequisite: Reserved for Honors Students. Spring

202 Environmental Philosophy 3 credits

This course is a survey of the fundamental principles and traditions underlying what we call today “environmental philosophy.” Students will explore the roots of our contemporary ideas about nature and ecology, animal rights, whether or not nature has intrinsic or merely instrumental value, ecofeminism, “deep” ecology, non-western perspectives on the environment, population, hunger, global warming and the Gaia theory that the planet is a living organism.

Prerequisite: PHL 100

205 Medieval Philosophy 3 credits

This course covers the philosophical discussions and debates that dominated the interchange between philosophical and theological discourse in the Latin West from the 11th to the 16th centuries. In the speculations of medieval philosophers, we find the constitutive elements of Western culture and philosophy.

210 Philosophy of Person 3 credits

A dominantly phenomenological approach to analyzing the existential structures that constitute a person. Exploration of the possibilities for personal growth and evaluation of the various social forces that limit these possibilities.

Prerequisite: PHL 100

220 Philosophy and Literature 3 credits

The exploration of philosophical issues through the medium of literature, as distinct from the argumentative format common to straight forward philosophical discourse. Major emphasis is on tracing the changing conceptions of human nature and individual human action in the context of changing conceptions of nature, the human community, political legitimacy and morality.

Prerequisite: PHL 100

223 Social Ethics 3 credits

An examination of the leading ethical theories in normative discourse, and their application to the most urgent social problems that address us. Topics such as poverty, war, animal rights, economic justice, and the morality of sex and reproduction are debated.

Prerequisite: PHL 100

257 Philosophy of Religion 3 credits

An inquiry into the nature of religion and the objects of thought and feeling associated with religion, such as the nature and existence of God, the nature of religious experience and symbolism, evil, creation, and immortality.

Prerequisite: PHL 100

261 Philosophy of Women 3 credits

A philosophical examination of the literature and central issues of the women's liberation movement.

Prerequisite: PHL 100

270 Social and Political Philosophy 3 credits

An examination of the key issues in the history of Western social and political philosophy. These include the nature and purpose of government, political legitimacy, the relationship between theories of human nature and political systems, and the evolution of rights.

Prerequisite: PHL 100

310 Medical Ethics 3 credits

This course in applied ethics explores the ethical questions related to modern science and the health professions. Topics such as abortion, human experimentation, genetic engineering, patient-rights, and the delivery of health care are analyzed.

Prerequisites: PHL 100 and any other 100 or 200 level course

320 Ancient Philosophy 3 credits

A examination of the history of philosophy from the origins of scientific thought in Asia Minor through the synthesis of St. Augustine. Major emphasis is on Plato and Aristotle.

Prerequisites: PHL 100 plus any other 100 or 200 level course

330 Early Modern Philosophy 3 credits

An examination of the history of philosophy from the Renaissance through the early 19th century. Continental Rationalism and British Empiricism are studied in relationship to Kant and his attempt to synthesize the two. Emphasis will be on the shift from an ancient/medieval world view, and how this shift sets the stage for contemporary issues.

Prerequisites: PHL 100 and any other 100 or 200 level course

340 19th Century Philosophy 3 credits

This course investigates the Enlightenment ideal of personhood, particularly as it is expressed in Kant's critical project, and the various 19th century reactions to this ideal as formulated in the works of Hegel, Marx, Kierkegaard, Nietzsche, and Dostoevsky.

Prerequisites: PHL 100 and any other 100 or 200 level course

410 Philosophy of Law 3 credits

The focus is on four basic questions: What is the fundamental nature of law? What are the appropriate limits of legal regulations? How should the notion of responsibility be defined in the criminal law? And how and to what extent is punishment justifiable?

Prerequisites: PHL 100 and any other 100 or 200 level course

430 20th Century Philosophy 3 credits

This course examines the following dominant 20th century philosophical methodologies: pragmatism, phenomenology, logical positivism, linguistic analysis, and existentialism.

Prerequisites: PHL 100 and any other 100 or 200 level course

440 Economics of Freedom and Justice 3 credits

A dramatic tour through those history-shaping ideas that are of immediate relevance to a world torn by economic problems and debates about conflicting notions of social justice.

Prerequisites: PHL 100 and any other 100 or 200 level course

480 Independent Study 3 credits

Special investigation of a selected topic.

(On demand)

485 Special Topics 3 credits

Topics may vary from semester to semester and will be announced with preregistration information.

Prerequisites: PHL 100 and any other 100 or 200 level course. (On demand)

Pre-Doctor of Physical Therapy Program

College of Health Sciences
Degree DPT, Doctor of Physical Therapy
Department Chair Susan P. Barker, PhD

Faculty

Susan P. Barker, Professor of Physical Therapy, BS University of Pennsylvania; MS Temple University; PhD Drexel University

Richard Haydt, Assistant Professor of Physical Therapy, BS Wilkes College; MSPT Beaver College; DPT University of St. Augustine

Diane E. Madras, Associate Professor of Physical Therapy, BA University of Missouri-Columbia; MS Columbia University; PhD Louisiana State University

Kelley A. Moran, Associate Professor of Physical Therapy, BS University of Delaware; MS Arcadia University; DPT Temple University

Michael Moran, Professor of Physical Therapy, BS State University of New York at Stony Brook; MS University of Scranton; ScD Nova University

Maureen Pascal, Associate Professor of Physical Therapy, BS University of Pennsylvania; MS Boston University; DPT Temple University

Steven Pheasant, Associate Professor of Physical Therapy, BA Wittenberg University; MS Arcadia University; PhD University of Toledo

Amy Tremback-Ball, Associate Professor of Physical Therapy, BS, MS College Misericordia; PhD Marywood University

The Physical Therapy program is a 6-1/2 year professional program resulting in a bachelor's degree and a doctor of physical therapy degree. During the first 3-1/2 years, the student completes the requirements for a bachelor's degree in an area of the student's choice http://www.misericordia.edu/academics/. (For a list of the bachelor's degrees offered at Misericordia, go to http://www.misericordia.edu/academics/.) The student enters the professional curriculum in the spring semester of the fourth year. The professional curriculum includes eight semesters. Plans of study are available on the Physical Therapy website, at http://www.misericordia.edu/pt.

Mission

It is the mission of the physical therapy education program at Misericordia University to provide professional physical therapy education opportunities and to help meet physical therapy health care needs.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for, and participants in, life long learning.

As an entry-level professional post baccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, service and hospitality.

Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as reflective practitioners in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

An educational program for physical therapists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, synthesis, evaluation, and integration of theory and evidence in practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should integrate the core values of the profession in all professional activities. While capable of autonomous practice, they should have the ability and desire to remain open to input from and collaboration with other health care professionals.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of a professional education program that prepares competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program.

Student Goals

Graduates of the program will:

1. Be prepared to practice as physical therapist generalists capable of contemporary, reflective, competent, legal, and ethical practice,
2. Value the relevance of, and contribute to, evidence for the validation and advancement of the art and science of physical therapy,
3. Accept the roles and responsibilities of physical therapists as professionally autonomous practitioners within the health care system,
4. Accept the responsibility for education of self, the community, profession, clients, and colleagues in the health care system,
5. Value and foster communication and interaction with colleagues for the benefit of optimal service to clients, and
6. Respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues and the community.

Psychology Major

College of Professional Studies and Social Sciences
Degree BS, Psychology
Department Chair Marnie Hiester, PhD

Faculty

Marnie Hiester, Associate Professor of Psychology, BA Drew University; PhD University of Minnesota

George Hunter, Associate Professor of Psychology, BA Siena College; MS Rensselaer Polytechnic Institute; MA, PhD Princeton University

Charles A. LaJeunesse, Professor of Psychology, BS, MEd, PhD University of Missouri

Alicia Nordstrom, Assistant Professor of Psychology, BA University of Rochester; MS Purdue University; PhD Pennsylvania State University

Ryan O'Loughlin, Assistant Professor of Psychology, BA Quinnipiac University; MA University of Rochester; PhD University of Rochester

Introduction

The study of psychology enhances one's knowledge and understanding of human behavior, mental processes, and social interaction. As our society becomes increasingly diverse and our economy more global, this knowledge and understanding will be necessary for success in the rapidly changing workplace. Therefore, the psychology major is relevant to any occupation that involves interaction with others. It prepares students who wish to obtain baccalaureate-level positions, as well as those who wish to pursue graduate study in psychology or related fields.

The field of psychology is exceedingly diverse and career options within the field are numerous. Therefore, the psychology major was designed with two goals in mind. First, in order to ensure a solid background in the methods, theories, and content of the discipline of psychology, all majors must take a required core of psychology courses. Second, great flexibility is built into our curriculum to allow students to tailor a program of study that best meets their individual interests and career goals.

Goals and Objectives

The psychology department has adopted the goals and objectives for undergraduate psychology programs specified by the American Psychological Association:

1. Knowledge Base of Psychology
   Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology
   Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology
   Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology
   Students will understand and apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology
   Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Information and Technological Literacy
   Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communication Skills
   Students will be able to communicate effectively in a variety of formats.
8. Sociocultural and International Awareness
   Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Personal Development
   Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.
10. Career Planning and Development

Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Admissions Requirements:

Incoming students seeking admission as psychology majors must meet the university's general admissions requirements as stated in this catalog.

Requirements

In addition to the core curriculum, which includes Introduction to Psychology, students are required to complete at least 43 credits in psychology and three credits in Sociology (SOC 221 Cultural Minorities). The 43 credits in psychology must include the following courses: PSY 101 (Introductory Seminar), PSY 200 (Career Seminar), PSY 232 (Research Methods), or PSY 233 (Advanced Research Methods), PSY 250 (Social Psychology), PSY 275 (Child & Adolescent Psychology) or PSY 277 (Adult Development and Aging), PSY 285 (Communication Skills), PSY 290 (Psychopathology) or PSY 332 (Child Psychopathology), PSY 301 (Cognitive Psychology), PSY 303 (Biological Psychology), PSY 475 (Practicum) or PSY 490 (Independent Research), PSY 470 (Advanced Seminar in Psychology), one Biological/Cognitive Elective, one Social/Developmental Elective, and one Clinical/Counseling Elective. Students take a remaining 30 credits in free electives, which allows them to complete courses, minors, and/or certificate programs that are consistent with their interests and career goals.

Students must achieve grades of "C-" or above in all required psychology courses. If a student earns a "D" or "F" in any required psychology course he/she must repeat that course and earn a "C-" or above.

Psychology BS Degree

Sequence of Required Courses

First Year

First Semester	*Total Credits 15*	
PSY 123	Introduction to Psychology	3
BIO 103	General Biology I	3
HIS	Core	3
PHL	Core	3
MTH	Core Bank I	3

Second Semester	*Total Credits 16*	
SOC 101	Comparative Sociology	3
BIO 104	General Biology II	3
HIS	Core	3
PHL	Core	3
MTH 115	Basic Statistics	3
PSY 101	Introductory Seminar	1

Sophomore Year

First Semester	*Total Credits 17*	
FA	Core	3
ENG	Core	3
PSY200	Career Seminar	2
PSY 275	Child & Adolescent Psychology	3
OR PSY 277	Adult Development & Aging	
SOC 221	Cultural Minorities	3
PSY 232	Research Methods	3

Second Semester	*Total Credits 15*	
FA	Core	3
ENG	Core	3
PSY 250	Social Psychology	3
PSY 233	Advanced Research Methods	3
PSY 285	Communication Skills	3

Junior Year

First Semester		*Total Credits 15*
RLS	Core	3
PSY 303	Biological Psychology	3
PSY 290	Psychopathology	3
or PSY 332	Child Psychopathology	
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 16*
RLS	Core	3
PSY 301	Cognitive Psychology	4
PSY	Social/Developmental Elective	3
PSY	Clinical/Counseling Elective	3
	Free elective	3

Senior Year

First Semester		*Total Credits 15*
PSY 475	Practicum in Psychology	3
or PSY 490	Independent Research	
PSY	Biological/Cognitive Elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Second Semester		*Total Credits 15*
PSY 470	Advanced Seminar in Psychology	3
	Free elective	3
	Free elective	3
	Free elective	3
	Free elective	3

Electives

Developmental/Social Electives: PSY 224, PSY 275 OR PSY 277 (if not taken as required course), PSY 310, PSY 425, PSY 435

Clinical/Counseling Electives: PSY 225, PSY 290 OR PSY 332 (if not taken as required course), PSY 315, , PSY 325, PSY 450, PSY 452, PSY 455

Biological/Cognitive Electives: PSY 302, PSY 304, PSY 305, PSY 306

** Certain Special Topics courses (PSY 381) may be included in the above categories if specified by the department at the time the course is offered.*

Total required for graduation 124 credits

Mental Health Interventions Certificate

The psychology department also offers a mental health interventions certificate (21 credits) for students interested in pursuing mental health careers. Students can choose either a child or adult track, depending on the population with which they are interested in working. See a list of requirements, page 306.

Psychology Course Descriptions (PSY)

101 Introductory Seminar 1 credit

Focus is primarily on the market opportunities with those stopping at a bachelor's degree in psychology, a master's degree in psychology or related field, and for those pursuing a doctorate in psychology or a related field. Also an introduction to our program, related clubs, faculty and other topics related to being a psychology major.

Spring only

123 Introduction to Psychology 3 credits

A survey of the science of contemporary psychology, its methods, findings, theoretical foundations and practical applications. Topics include biological basis of behavior, developmental processes, perception, learning, motivation, personality, social behavior and abnormal behavior.

Fall and Spring

200 Career Seminar 2 credits

Designed to help psychology majors find their career goals through the use of technologies related to career decision-making. This seminar plays out in three phases: 1) assessing students' career-related interests, skills, values and personality; 2) investigating into and choosing career paths that match the students' interests, skills, values and personality; and 3) planning how to enter their most favored career path.

Prerequisite: PSY 101, Introductory Seminar or permission of instructor.
Fall only

224 Organizational and Industrial Psychology 3 credits

Investigation of organizational behavior, personnel and industrial psychology, with emphasis on utilization of basic psychological theory to make organizations more effective. Topics include personnel selection, performance appraisal, training employees and managers, leadership and supervision, communication, motivation attitudes and job satisfaction.

Prerequisite: PSY 123 or permission of instructor. Spring odd years

225 Psychology of Adjustment

This course invites students to learn more about the nature of adjustment from a psycho-socio-cultural approach that includes culture, ethnicity, sexual orientation and gender in considering adjustment in our over-stimulating, fast-paced world.

Prerequisite: PSY 123 Spring even years

232 Research Methods 3 credits

Development of an appreciation for the scientific method as applied to the behavioral sciences. The language of science, concepts, propositions, hypotheses, models, theories and empirical laws. Analysis of the concepts of experimental, correlational and case study methods. Prepare skills in conducting scientific literature reviews and survey research.

Prerequisites: PSY 123, MTH 115. Fall and Spring

233 Advanced Research Methods 3 credits

This course is the second of a two-semester sequence of research related courses required of all psychology majors. The goal of the course is to help students develop the skills necessary to conduct research in psychology. Students will learn how to conduct research from identifying a problem to interpreting results. These skills will be developed through the completion of assigned laboratory exercises and a small independent research project.

Prerequisite: PSY 232. Spring only

250 Social Psychology 3 credits

Study of the relationships between individuals, and between individuals and groups or institutions. Topics include attribution of responsibility, interpersonal attraction, social influence, attitude change, characteristics and effects of crowds, and determinants of behavior.

Prerequisite: PSY 123. Fall and Spring

275 Child and Adolescent Psychology 3 credits

Study of the relationship between physiological and psychological growth of the individual from infancy through adolescence. Emphasis on the theoretical formulations of child and adolescent development relative to emotional and cognitive processes.

Prerequisite: PSY 123. Fall and Spring

277 Adult Development and Aging 3 credits

This course will provide an overview of adult development from early adulthood through death and will focus on both normative changes and individual differences. Topics to be discussed include: biological changes, changes in health and health habits, cognitive and intellectual changes, sex roles and family roles, work and work roles, development of relationships, changes in personality and motives, mental health and psychopathology, and death and dying. Developmental theories, models, and research methods will also be discussed.

Prerequisite: PSY 123. Spring odd years

285 Communication Skills: Interviewing and Recording Techniques 3 credits

Development of skills that may be useful in working directly with clients and others, including listening for emotions, monitoring one's own reactions and responses, and building a client-worker relationship, which can foster constructive change in the client.

Prerequisite: PSY 123. Fall and Spring

290 Psychopathology (formerly PSY430 Abnormal Psychology) 3 credits

Study of both professional and popular theories regarding mental illness and abnormal behavior. Exploration of chronology of abnormal behavior theories and treatments from demonology and phrenology to psychophysiology and chemotherapy, from madness and demonic possession to modern day viewpoints. Comparative study of the medical, behavioral and social models of mental disorder.

Prerequisite: PSY 123. Fall and Spring

301 Cognitive Psychology 4 credits

This course will cover the techniques and findings of modern cognitive psychology, as well as the theoretical issues and explanatory models of complex mental processes. Potential topics include: thinking, problem-solving, creativity, memory, attention, language, mental imagery, cognitive development, and the neural basis of cognition. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: PSY 232. Spring only

302 Learning 3 credits

A survey of current and traditional research findings and theories related to classical, operant, and observational learning. Non-associative forms of learning and the application of learning principles in behavior modification will also be discussed.

Prerequisite: PSY 232. Spring even years

303 Biological Psychology 3 credits

This course surveys the recent advances in understanding how the brain works and how it controls behavior. Beginning with the basics of the structure and functioning of the nervous system, students explore the biological bases of topics that have long been of interest to psychologists. These topics include: Sensation and perception, motivation and emotion, learning and memory, and abnormal behavior and its treatments..

Prerequisite: PSY 123. Fall only

304 Sensation and Perception 3 credits

This course deals with how we construct a conception of physical reality from sensory experience. While the primary focus will be on vision and hearing, the chemical senses (taste and smell) and the somatosenses (touch, temperature, vibration, etc.) will also be addressed. Students will cover the anatomy and physiology of the various sensory receptors, the neural mechanisms of sensation, sensory representation in the brain, as well as the phenomenological experience of perception. Topics will include the ways in which illusions can fool our senses and what they tell us about how our sensory systems work.

Prerequisite: PSY 123. Spring odd years

305 Psychopharmacology 3 credits

This course explores what is currently known about the neurobiology of psychiatric disorders and the use of psychoactive drugs to treat them. Starting with the basics of the brain/behavior relationship and principles of pharmacology, we will cover the symptoms and treatment of the affective disorders, anxiety disorders and the schizophrenias, among others. Also included will be the psychological aspects and pharmacotherapy of the neurodegenerative disorders such as Parkinson's disease, Huntington's chorea, and Alzheimer's disease.

Prerequisite: PSY 123. Fall even years

306 Drugs and Behavior 3 credits

Drug abuse is our nation's number one health and social problem. In this course students will examine the use and abuse of drugs from many perspectives: social, historical, legal, medical, pharmacological and psychological. Beginning with a basic coverage of how the brain controls behavior, we will look at how drugs interact with the brain to have such powerful effects on behavior. Topics will include the medical use of drugs (including over-the-counter and psychotherapeutic drugs), the illegal abuse of drugs like heroine and cocaine, and the use and abuse of legal drugs such as caffeine, nicotine and alcohol.

Prerequisite: PSY 123. Fall odd years

310 Gender Studies 3 credits

Focuses on gender issues from the perspective of different disciplines. Specific topics may include: biological, social, and cultural determinants of gender differences, gender roles in the family, philosophical views of men and women, gender in the classroom, gender issues in the workplace, gender issues in the health professions, and men, women and power.

Prerequisite: PSY 123. Fall odd years

315 Psychological Assessment (formerly PSY 280 Tests and Measurements) 3 credits

Development of skills necessary to determine the adequacy of testing instruments. Topics include personality measures, interest tests, IQ scales, achievement tests and aptitude tests. Summary of measurement statistics provided, but students are encouraged to take MTH 115 Basic Statistics, as background.

Prerequisite: PSY 232. Fall odd years

325 Autism Spectrum Disorder 3 credits

This course will review the history of Autism Spectrum Disorders (ASD), identify the characteristics of each disorder, as well as diagnostic criteria and procedures for diagnosis. Students will learn about the importance of early identification and detection, and will learn about research-based assessment tools and behavioral interventions used to treat ASD.

Prerequiste: PSY 123. Spring even years

332 Childhood Psychopathology (formerly PSY 432, Developmental Psychopathology) 3 credits

This course will focus on the nature, causes, course, and treatment of various child and adolescent disorders, such as attention-deficit/hyperactivity disorder (ADHD), learning disabilities, conduct disorder, autism, childhood depression, anxiety disorders in children, and eating disorders. These disorders will be discussed and understood as deviations from normal development in childhood and adolescence.

Prerequisite: PSY 275. Fall only

381 Special Topics 1-3 credits

Topics may vary from semester to semester and will be announced with preregistration information and course hours.

(On demand)

425 Seminar on Adolescence and Emerging Adulthood 3 credits

This seminar explores development during adolescence and emerging adulthood, and focuses on describing and explaining both normative development and individual differences. Students will analyze contemporary theories and current research on salient issues in adolescence and emerging adulthood, such as puberty, neurological and cognitive development, identity, dating and sexuality, family and peer relationships, school and work, and racial, ethnic, and cultural influences. We will also consider adolescent problems such as delinquency, drug and alcohol use, depression, and eating disorders.

Prerequisite: Psy 275. Fall even years

435 Controversies in Psychology 3 credits

This course focuses on debates and conflicts over the past 30 years related to psychological concepts and theories of human behavior and experiences. The controversies discussed cross all subfields of psychology including clinical, social, developmental, biological, and cognitive. Topics may include multiple personality disorder, expert testimony, new age therapies, repressed memories, sexual orientation conversion therapies, inkblot tests, media violence, effect of spanking and divorce on children, and paranormal phenomenon. Students will learn in-depth methodologies for critical thinking and apply learned strategies to real-world problems. The course emphasizes the application of research skills to examine the multiple facets of each controversy in light of evidence gathered from current empirical sources. Students will take sides on an issue of their choice, gather evidence to support their position, and present their case in a symposium-style debate.

Prerequisite: Psy 123. Spring odd years

450 Personality 3 credits

Survey of various theories of development, structure and characteristics of personality. Freudian theory, behavioral, humanistic and existential viewpoints, trait theorists and others are explored.

Prerequisite: PSY 123, junior status or permission of instructor. Fall only

452 Counseling and Psychotherapy 3 credits

Emphasis is on treatment of psychopathology, including discussion of salient issues in therapy, attributes of successful therapists, ethical issues in therapy, and multicultural counseling. In addition, an emphasis will be placed on learning about major established therapies including, Psychoanalysis, Adlerian Therapy, Existential Therapy, Person-Centered Therapy, Gestalt Therapy, Reality Therapy, Behavior Therapy, Cognitive-Behavioral Therapy, Feminist Therapy, and Family Systems Therapy. We also study the current research on the effectiveness of the various therapies.

Prerequisite: PSY 290. Spring odd years

455 Child Interventions 3 credits

The child interventions course focuses on assessment methods and interventions to treat child and adolescent disorders. Students will learn and practice how to conduct a comprehensive clinical interview to diagnose child and adolescent disorders and to become familiar with therapeutic issues such as ethnical and legal responsibilities and how to build a therapeutic relationship. Several models of child therapy will be discussed including family therapy and parent training, dialectical behavior therapy, group and psychopharmacological approaches. The course emphasizes the application of research in clinical practice and places assessment and treatment in a multicultural context. Assignments focus on critical thinking about childhood problems and their treatments and the practical application of assessment and treatment techniques through role-plays, practice sessions, and experiential assignments.

Prerequisites: PSY 290 OR PSY 332. Spring even years

470 Advanced Seminar in Psychology 3 credits

A capstone experience intended to integrate earlier learning and to discuss post graduation issues.

Prerequisite: Completed junior year as a psychology major. Spring only

475 Practicum in Psychology 3 credits

Work experience in a setting where psychology is applied. Can be used to further career exploration or promote transition to the work place.

Prerequisite: Completed junior year as a psychology major. Fall and Spring

490 Independent Research 3 credits

Opportunity for students to conduct a study on a topic of their choosing.

Prerequisites: Overall GPA of 3.0 or higher, completion of PSY 233, and junior year status as a Psychology major.
Fall and Spring

Social Work Major

College of Professional Studies and Social Sciences
Degree BSW
Department Chair Dennis Fisher, MSW

CSWE Program
Accreditation 1975
Current Accredited Status 2004-2012

Faculty

James Calderone, Professor of Social Work, AB Wilkes University; MSSW University of Wisconsin-Madison; EdD Temple University

Dennis Fisher, Associate Professor of Social Work, BS, MEd Bloomsburg University; MSW Marywood University

Patricia J. Lewis, Associate Professor of Social Work, BS Wilkes University; MSW Marywood University; DSW Hunter College, City University of New York

Deborah Mills, Visiting Assistant Professor of Social Work; BSW College Misericordia; MSW Temple University

James Siberski, Assistant Professor, BA Wilkes University; MS College Misericordia

Mission

The mission of the social work program is to prepare students for entry-level generalist social work practice with individuals, families, groups, communities, and organizations. Inherent within this mission is a commitment to the development of BSW graduates who are dedicated to improving social, economic, and environmental conditions among diverse populations; and to promoting the Sisters of Mercy values of mercy, service, justice, and hospitality.

Curriculum Policy Statement

The social work program curriculum is organized around the primary goal of preparing competent baccalaureate-level generalist practitioners. It evolved institutionally from the Sisters of Mercy's own call to compassionate service through the ministries of teaching and healing and developed according to those mandates for curricular content established by the Council on Social Work Education. These mandates include a liberal arts perspective, which is also the base for all professional programs in the university, and a professional foundation composed of required social work courses and field practicums designed to provide an integrated learning experience. This experience intends to educate students in the critical areas of social work values and ethics, diversity, social and economic justice, at-risk populations, human behavior and the social environment, social welfare policies and services, social work practice, and research.

Program Goals

The goals of the social work program are:

1. To educate and promote the development of problem-oriented, undergraduate generalist social work practitioners whose knowledge and skills base enables them to assess and address problematic situations among diverse individuals, families, groups, communities and organizations.
2. To foster students' ability to integrate the institutional and professional ideals of social justice and intervene on behalf of those discriminated against and oppressed.
3. To prepare students for graduate studies and foster commitment to a process of continued professional growth and development.

Program Objectives

Graduates of the BSW program will have sufficient knowledge and skills to:

1. Apply critical thinking skills in their professional practice.
2. Practice within the values and ethics of the social work profession as reflected in the NASW Code of Ethics and the historical legacy of social work.
3. Demonstrate an understanding of and commitment to the positive value of human diversity and a knowledge of special populations at-risk of, and/or victims of, discrimination and oppression.
4. Advance social and economic justice through advocacy and social change strategies designed to benefit those populations denied opportunities due to historical, institutional, and social mechanisms of oppression and discrimination.
5. Demonstrate understanding of the history of the social work profession and its impact on current practice and issues.
6. Apply generalist practice knowledge and skills with individuals, families, groups, organizations and communities.
7. Use evidence-based theoretical frameworks to understand interactions among individuals and between individuals and other social systems, and to recognize the biological, psychological and social factors that influence human behavior and development throughout the life cycle.
8. Analyze and assess the impact of social policy on client systems and service providers, and suggest ways that policy can be influenced.
9. Demonstrate the ability to evaluate research studies, to utilize research findings to effect practice, and to evaluate their own practice interventions.
10. Use communication skills differentially with client populations, colleagues, and members of the community.
11. Use supervision, consultation and other professional development opportunities to enhance practice knowledge and skills.
12. Assess the organizations context of a social service agency, function within the parameters of this context, and advocate for necessary change.
13. Demonstrate the use of professional self including the ability to write clearly, understand verbal and nonverbal communication, accept constructive criticism of performance, and employ various mechanisms to develop self-awareness.
14. Assess and describe the community context of social work practice.
15. Demonstrate understanding of the professional context of social work practice.
16. Utilize a global perspective in understanding the commonality of human needs and the different ways in which these needs are addressed.
17. Demonstrate proficiency in computer applications required for adequate service delivery in agency settings.

Field Instruction

Field instruction is the principle means through which students demonstrate application of knowledge and skills. Offered in a variety of settings in both the public and private sectors, field instruction presents students with a structured educational experience that enables them to integrate classroom information, learn about the structure and operation of social work agencies, and experience actual practice situations. Students receive a minimum of 600 hours of supervised field experience through assignments in both their junior and senior years.

Social work field instruction is limited to social work majors who have successfully completed a specific sequence of courses and have been formally admitted into the social work program. Transportation to and from field placement is the student's responsibility.

Admission

Although students who meet university admission criteria will be admitted into the social work major as first year students for the purpose of academic advising and support, formal program admission does not occur until the end of the second semester of the sophomore year. The following criteria will be used in determining formal admission:

1. Personal interview with a member of the full-time social work faculty;
2. Completion of a minimum of 45 credit hours, including all first year and sophomore social work core courses listed in the university catalog;
3. Attainment of a minimum grade of 2. 00 in SWK 251 Introduction to Social Welfare; SWK 252 Social Welfare Policies and Services, and SWK 285 Communication Skills. In addition, students must have successfully completed SWK 200 Building Multicultural Competence and earned a minimum GPA of 2.50 in SOC 103 Community Services.
4. Attainment of an overall G.P.A. of 2.50 and a minimum of 2.50 in social work core courses;
5. Acceptance of and sensitivity toward diversities among people;
6. Emotional and mental maturity and stability for effective social work practice;
7. Values, ethics, and behaviors consistent with those of social work;
8. A personal statement and narrative response.

Any student not fulfilling the criteria above will be duly notified by the department chair of program probation or dismissal. Students placed on probation will be allowed one semester for grade replacements and/or other corrective actions. Students dismissed from the program will not be readmitted. Specific procedures for admissions can be found in the student handbook and field instruction manual. Excerpts of these policies and procedures can also be requested from the admission's office.

Retention

Continuation in the major requires that students maintain a 2.50 GPA in the social work core and a minimum overall GPA of 2.50.

Transfer Students

Both internal and external transfer students must first interview with the department chair or designee prior to formal admission into the major. The program and its policies will be discussed and an evaluation will be made of transfer credits. Two recommendations from individuals capable of assessing the student's character and potential for the BSW degree are required. Formal program admission occurs after successful completion of one full semester in the major and prior to enrollment in SWK 371 Field Instruction I. Transfer students must also meet all standards expected of incoming first-year students.

Curriculum Options

Considerable flexibility within the major exists to allow students to elect minors in such areas as child welfare services, gerontology, addictions counseling, and psychology.

The social work program is entering its third decade of accreditation by the Council on Social Work Education. Graduates may be eligible for advanced standing in numerous graduate schools of social work throughout the country.

Social Work BSW Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
BIO 103	General Biology I*	3
PSY 123	Introduction to Psychology*	3
SOC 101	Comparative Sociology*	3
HIS	History Core	3
BUS 105	Basic Computer Technology	3

Second Semester		*Total Credits 15*
BIO 104	General Biology II	3
SOC 122	Social Problems*	3
POL 100	American National Government*	3
HIS	History Core	3
MTH	Mathematics Bank I	3

Sophomore Year

First Semester		*Total Credits 16*
FA	Fine Arts Core	3
SOC 103	Community Service*	3
SOC 221	Cultural Minorities*	3
SWK 200	Build. Multi-Cult. Competencies*	1
SWK 251	Introduction to Social Welfare*	3
SWK 285	Communication Skills*	3

Second Semester		*Total Credits 16*
FA	Fine Arts Core	3
MTH 115	Statistics*	3
SOC 321	The Family*	3
SWK 252	Social Welfare Policies, Service*	3
PHL 101C	Introduction to Philosophy	3
SWK 360	Special Topics*	1

Junior Year

First Semester		*Total Credits 16*
ENG	English Core	3
GER 241	Intro. to Social Gerontology*	3
SWK 232	Research Methods*	3
SWK 353	SWK Methods and Processes I*	3
SWK 371	Field Instruction I*	3
SWK 472	Field Instruction Seminar I*	1

Second Semester		*Total Credits 16*
ENG	English Core	3
RLS	Religion Core	3
SWK 352	Adaptive Behavior*	3
SWK 354	SWK Methods and Processes II*	3
SWK/ADC	Substance Abuse elective*	3
SWK 360	Special Topics*	1

Senior Year

First Semester		*Total Credits 16*
PSY 290	Psychopathology*	3
PHL	Philosophy Core	3
SWK	Free Elective*	3
	Free Elective	3
SWK 475	Field Instruction II*	3
SWK 473	Field Instruction Seminar II*	1
	or	
SWK 477	Field Instruction IV *(Block)	

Second Semester		*Total Credits 16*
RLS	Religion Core	3
	Free Elective	3
	Free Elective	3
SWK	SWK Free Elective*	3
SWK 476	Field Instruction III*	3
	or	
SWK 477	Field Instruction IV* (Block)	(6)
SWK 474	Field Instruction Seminar III*	1

Total required for graduation 126 credits

** Required Social Work Core Course*

Social Work Course Descriptions (SWK)

200 Building Multicultural Competence — 1 credit

Two-day workshop course intended to provide students with the opportunity to assess their level of cultural competence and develop skills for working with diverse populations.

222 Drug Pharmacology — 3 credits

A comprehensive understanding of drug pharmacology and its effect on the user. The course will include examination of such topics as classifications of drugs, synergistic effects of drugs on the body, drug tolerance and dependence, and the over-the-counter pharmaceutical industry.
Fall

232 Research Methods — 3 credits

Quantitative and qualitative research methodology, and appreciation of the scientific method as applied to the behavioral sciences and social work. The language of science, concepts, propositions, models, hypotheses and empirical laws. Analysis of concepts of the experimental, correlational and case study methods. Critical reading of research; introduction to research activities; and evaluation of interventive efforts.

Prerequisite: MTH 115 or permission of instructor. Fall

251 Introduction to Social Welfare — 3 credits

Introduction to the field of social work and the social welfare system in the United States. Focuses on the historical and philosophical antecedents of present day social welfare programs and the development of social work as a profession.

Prerequisite: SOC 101 or permission of instructor. Fall

252 Social Welfare Policies and Services — 3 credits

A systems approach to the study and assessment of contemporary social welfare programs. Focuses on the interplay of social, political and economic forces that influence the planning and implementation of social welfare services.

Prerequisite: SWK 251 or permission of instructor. Spring

285 Communication Skills 3 credits

Development of skills for helping professionals in direct work with individual clients, groups, and others. Listening for emotions, monitoring one's own reactions and responses, building group leadership skills, and developing relationships that foster constructive change.

Prerequisites: PSY 123, SOC 101. Fall/Spring

333 Substance Abuse in the Adolescent Population 3 credits

A study of the special problems of the adolescent substance abuser. Correlates that add impetus to the progression of the problem will be examined. Emphasis will be on early identification and detection as key components in initiating intervention strategies.

Fall

335 Substance Abuse in Special Populations 3 credits

A multi-faceted look at the myriad of special populations affected by substance abuse. Emphasis will be on cross-cultural influences and the role they play in contributing to substance abuse.

Prerequisite: ADC 340 or permission of instructor. Spring

337 Substance Abuse Treatment Methods 3 credits

An examination and critique of the many treatment resources and methods that have been developed during the last 20 years. Discussion will include but not be limited to such treatment methods as psychotherapy with individuals and groups, drug therapy, family and network therapy, detoxification, and behavioral therapy.

Prerequisite: ADC 340 or permission of instructor. Spring

339 Substance Abuse and Criminality 3 credits

yAn examination of the correlation between substance abuse and criminality. This course will analyze the theoretical models of the substance abuse/crime relationship and its societal implications. Topics to be explored will include drugs and street crime, DUI, Interdiction, strategies, urinalysis testing, and substance abuse and family violence.

Fall

340 Alcoholism 3 credits

An introduction to the diagnosis and treatment of alcoholism. Emphasis is placed on contemporary beliefs and attitudes toward alcohol, effects on the family, and implications for treatment.

341 Substance Abuse and the Aged 3 credits

Focuses on the use patterns, diagnosis and treatment methods specific to the aged substance abuser. Issues examined will include misuse and abuse of prescription drugs, behavior and risk factors, factors relaTed to underdiagnosis and relationship to depression and suicide.

Alternate years: WEC

352 Adaptive Behavior 3 credits

A life cycle course exploring the bio-psycho-social-cultural determinants of human behavior from a ecological/systems perspective. Emphasis is placed on the adaptive capacity of humans in interaction with their physical and social environments.

Prerequisites: PSY 123, SOC 101, social work majors only

353/4 Social Work Methods and Processes I and II 3 credits

Skills in social work assessment and intervention with micro-mezzo-macro systems. The generalist perspective and theoretical underpinnings of systems intervention will be developed and applied in the context of generalist social work practice.

Prerequisites: For SWK 353–SWK 251, SWK 285; For SWK 354–SWK 252, SWK 353, social work majors only

355 Sexuality in Childhood and Adolescence 3 credits

Overview of the emerging sexual self from early childhood through adolescence. Examination of one's own sexual values and their relationship to acceptance of diversified sexual behaviors and lifestyles.

356 Developing Cultural Competence with Children and Families 3 credits

Examination of issues involved in working with children and families from diverse cultural, ethnic, and language groups. Emphasis on awareness and understanding of one's own cultural background, values, and beliefs, and their implications for developing intercultural effectiveness while working with others.

358 Counseling the Older Adult 1-3 credits

A social worker practice course with emphasis on individual and group counseling techniques for older persons with emotional and social difficulties.

Prerequisite: Permission of instructor. Alternate years

360 Special Topics in Social Work Practice 1-3 credits

361 Special Topics in Social Work Policy 1-3 credits

Content of these courses varies from semester to semester in keeping with student and faculty interest.

Prerequisite: Permission of instructor. (On demand)

363 Child Welfare Services 3 credits

The history and current provision of services to children in need of care because of neglect, abuse, or lack of family support.

Prerequisite: Permission of instructor. Fall

371 Field Instruction I 3 credits

Students work in a community agency two days per week (200 hours) for one semester, under the supervision of an agency person and a member of the social work faculty. Students participate fully in agency activities.

Prerequisites: SOC 103, SWK 251, SWK 285, SWK 353; Social Work majors only

372 Field Instruction Seminar 1 credit

Weekly seminar for students involved in field instruction; for duration of field placement. Integration of theoretical knowledge with practical field experiences. Student case materials and experiences discussed.

Social work majors only

375 Aging Policies and Programs 3 credits

Analysis of causes, intent, and results of policy decisions as they are experienced as programs and services for the elderly. Discussion of policies affecting income, health care, social services, and volunteerism.

Prerequisite: GER 241. Spring

390/391 Seminar 3 credits

Analysis of special areas of social work

Prerequisite: Permission of instructor. (On demand)

392 Child Abuse and Neglect 3 credits

A practice–oriented course for students who intend to work in a protective service role. Topics include abuse and neglect: causes, legal sanctions for intervention, treatment approaches, case planning, and services.

Prerequisite: Permission of instructor. Fall

393 Child Welfare Law 3 credits

Examination of the laws that child welfare workers rely on to promote the rights of families and children. Topics include state and local laws that provide services to families and children, legal resources for offenders, child welfare service provision in specific areas, e.g., adoption.

Prerequisite: CWS 363 or permission of instructor. Spring

395 Foster, Residential and Adoptive Care 3 credits

Assessment, case planning, and the provision of services in foster care, in residential facilities and for child adoption.

Prerequisite: SWK 363 or permission of instructor. Alternate years

473/474 Field Instruction Seminar 2 credits

Weekly seminar for students involved in field instruction; for duration of field placement. Integration of theoretical knowledge with practical field experiences. Student case materials and experiences discussed.

Corequisite: Field instruction course; social work majors only

475/476 Field Instruction I-II 3 credits

Two days a week (400 hours) for two semesters, senior social work students practice in a social service agency; practice supervised by agency representative; education directed by social work facility. Direct service to clients.

Prerequisite: Permission of field coordinator; social work majors only

477 Field Instruction IV 3 credits

An alternative to SWK 476 in cases where block placements are more valuable. Senior social work students work full-time in an agency for 12 to 14 weeks (400 hours) for one semester. Practice supervised by an agency representative; education directed by social work faculty member. Direct service to clients.

Prerequisite: Permission of field coordinator; social work majors only

480 Independent Study 3 credits

Special investigation of a selected topic. (On demand)

Speech-language Pathology Major

College of Health Sciences
Degree MS, Speech-language Pathology
Department Chair Glen Tellis, PhD

Faculty

Lori Cimino, Clinical Director, BS Marywood University, Pennsylvania; MS Bloomsburg University, Pennsylvania

Mckinley Hunter Manasco, Assistant Professor, MS University of Montevallo, Montevallo, Alabama; PhD, University of South Alabama, Alabama

Glen Tellis, Associate Professor, MA California State University, Fresno; PhD The Pennsylvania State University

Cari Tellis, Assistant Professor, BA The Pennsylvania State University; MS University of Pittsburgh; PhD, University of Pittsburgh

Ruixia Yan, Assistant Professor, BA and MA Shanxi University, China; Ph.D. University of Louisiana at Lafayette

Introduction

The speech-language pathology program is a five-year, professional master's degree program with admission in the first year. Students admitted as first year or undergraduate transfers who successfully complete all major and university requirements are awarded a BS degree in health sciences in addition to an MS degree in speech-language pathology. Students who have baccalaureate degrees—whether in communication disorders or another field—are conferred the MS degree in speech-language pathology upon completion of all requirements but do not receive the BS in health science.

For traditional five year and transfer students, the program's first two years of study provide a strong foundation in the liberal arts and sciences appropriate breadth to develop the ability in students to think independently, weigh values, and understand fundamental theory. This further serves to develop skills of critical thinking and communication, inherent in baccalaureate education and essential to professional socialization. The speech-language pathology professional curriculum is initiated in the first year and continues through the fifth year.

The program is guided by the accreditation and certification standards put forth by the American Speech-Language-Hearing Association (ASHA) as the accrediting agency for entry-level speech-language pathology programs. Graduates of programs accredited by ASHA are eligible to apply for national certification by ASHA and for state licensure as speech-language pathologists in the individual United States and territories in which licensure is mandated. The master's program in speech-language pathology at Misericordia University is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association.

Mission

The speech-language pathology program is committed to providing an educational experience which produces competent speech-language pathologists who are critical thinkers and educated consumers of research, and which prepares its graduates for productive careers in speech-language pathology and as advocates for, and participants in, life-long learning. As an entry-level professional program, the speech-language pathology curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies that enables graduates to adapt to constantly evolving societal and professional needs. The department of speech-language pathology is committed to the provision of affordable, quality professional education that expresses the founding Sisters' values and attitudes of hospitality, justice, mercy, and service. The overall goal is to develop a well-rounded empathetic competent professional who will provide the highest quality of care to individuals with communication disorders.

Philosophy

The speech-language pathology department is based on the belief that graduates of entry-level allied health professional programs should possess the clinical decision making and problem solving skills which enable them to function as peer colleagues in the contemporary, dynamic health care and educational systems. Speech-language pathologists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, and fellow health care and education professionals in the community in which they practice.

An educational program for speech-language pathologists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring, and self-directed learning.

Speech-language pathologists should have the ability to articulate and exchange knowledge, and seek additional knowledge and skills. They should also have the ability and desire to remain open to input from and collaboration with other health care and education professionals. Speech-language pathologists value collaboration and communication in a spirit of mutual collegiality among health care and education providers as essential to meeting the health care needs of society.

A speech-language pathology professional education program prepares students to be practicing generalists but also provides graduates with the tools that enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a wholistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of professional education programs preparing competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program in speech-language pathology.

Goals

The goals of the speech-language pathology department at Misericordia University are to prepare graduates who:

1. Engage in contemporary, competent, legal, and ethical practice.
2. Value the critical inquiry in the validation and advancement of the science of speech-language pathology and audiology.
3. Describe the roles and responsibilities of speech-language pathologists as professionally autonomous practitioners within the health care and educational systems.
4. Accept the responsibility for education of self, the community, the profession, clients, and colleagues in the health care and educational systems.
5. Value and foster communication and interaction with colleagues for the benefit of optimal service to clients with communication disorders.
6. Respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues, and the community.

It is the mission of the speech-language pathology program to educate and prepare students who will be ethical and competent clinicians in the provision of services to persons with speech-language-hearing disorders.

Program Objectives

To ensure that graduates of the speech-language pathology program will be prepared for their professional roles and responsibilities, the following are the program's curriculum objectives. Upon successful completion of the speech-language pathology program, graduates will be able to:

1. Provide prevention, screening, consultation, assessment and diagnosis, treatment, intervetion, management, counseling, and follow-up services for disorders of:
    a. speech (i.e., articulation, fluency, resonance, and voice including aeromechanical components of respiration).
    b. language (i.e., phonology, morphology, syntax, semantics, and pragmatic/social aspects of communication) including comprehension and expression in oral, written, graphic, and manual modalities; language processing; preliteracy and language-based literacy skills, including phonological awareness.
    c. swallowing or other upper aerodigestive functions such as infant feeding and aeromechanical events (evaluation of esophageal function is for the purpose of referral to medical professionals).
    d. cognitive aspects of communication (e.g., attention, memory, problem solving, executive functions).
    e. sensory awareness related to communication, swallowing, or other upper aerodigestive functions.
2. Establish augmentative and alternative communication (AAC) techniques and strategies including developing, selecting, and prescribing of such systems and devices (e.g., speech generating devices).
3. Provide services to individuals with hearing loss and their families/caregivers (e.g., auditory training; speech reading; speech and language intervention secondary to hearing loss).
4. Screen hearing of individuals who can participate in conventional pure-tone air conduction methods, as well as screening for middle ear pathology through screening tympanometry for the purpose of referral of individuals for further evaluation and management.
5. Use instrumentation (e.g., videofluoroscopy, EMG, nasendoscopy, stroboscopy, computer technology) to observe, collect data, and measure parameters of communication and swallowing, or other upper aerodigestive functions in accordance with the principles of evidence-based practice.
6. Select, fit, and establish effective use of prosthetic/adaptive devices for communication, swallowing, or other upper aerodigestive functions (e.g., tracheoesophageal prostheses, speaking valves, electrolarynges). This does not include sensory devices used by individuals with hearing loss or other auditory perceptual deficits.
7. Collaborate in the assessment of central auditory processing disorders and providing intervention where there is evidence of speech, language, and/or other cognitive-communication disorders.
8. Educate and counsel individuals, families, co-workers, educators, and other persons in the community regarding acceptance, adaptation, and decision making about communication, swallowing, or other upper aerodigestive concerns.

9. Advocate for individuals through community awareness, education, and training programs to promote and facilitate access to full participation in communication, including the elimination of societal barriers.
10. Collaborate with and provide referrals and information to audiologists, educators, and other health professionals as individual needs dictate.
11. Address behaviors (e.g., perseverative or disruptive actions) and environments (e.g., seating, positioning for swallowing safety or attention, communication opportunities) that affect communication, swallowing, or other upper aerodigestive functions.
12. Provide services to modify or enhance communication performance (e.g., accent modification, transgendered voice, care and improvement of the professional voice, personal/professional communication effectiveness).
13. Recognize the need to provide and appropriately accommodate diagnostic and treatment services to individuals from diverse cultural backgrounds and adjust treatment and assessment services accordingly.
14. Be critical consumers of professional literature.
15. Accept responsibility for service to one's fellow human beings.

The academic curriculum, practicum experiences, research requirement, and service activity requirements that students must complete in this program have been designed and will be implemented in a way that will ensure that graduates meet or exceed these objectives. The net result of the student's educational experience in this program will be a well-prepared, service-oriented, competent professional who is fully prepared and eligible for ASHA certification as a speech-language pathologist.

Undergraduate Program in Speech-language Pathology

Students may enter the undergraduate speech-language pathology program in one of two ways: (1) as traditional five-year students who have graduated from high school but have not yet entered college, or (2) as students who have entered college and have taken speech-language pathology courses at other colleges or universities and wish to transfer, or have either chosen a different major or have not selected a major but wish to transfer into the speech-language pathology program.

Admission of Traditional Five-Year Students

Students must have graduated from high school but have not yet entered college. For these students, the speech-language pathology curriculum is a 5 year professional program leading simultaneously to the baccalaureate and master's degrees. Prospective undergraduate applicants must meet both Misericordia University's and the speech-language pathology department's admissions criteria. For more information, please see applying to the speech-language pathology program section of this catalog.

Admission of Transfer Students

Students may seek admission into the program as a transfer, either from another department at Misericordia University or another institution of higher learning. Applications for admission of transfer students will be considered on a competitive, space-available basis. All students accepted into the program as undergraduate transfers must meet Misericordia University's requirements for a baccalaureate degree by taking the necessary coursework to ensure compliance with the requirements.

Advancement to the Undergraduate Speech-language Pathology Program

For both traditional five-year students and transfer students, advancement to the undergraduate program (traditionally the junior year) is continuous. Students who are admitted to the program take Speech-language Pathology undergraduate courses in their freshmen, sophomore, and junior years. Students need to maintain a 3.0 GPA throughout the undergraduate program.

Advancement to Graduate Study in Speech-language Pathology

To advance to the graduate portion of the speech-language pathology program (typically the senior and fifth years of study), students must:

1. Maintain an overall cumulative GPA of at least 3.0.
2. Receive a grade of "C-" or better in the undergraduate speech-language pathology courses.
3. Successfully master all course objectives for all speech-language pathology courses taken prior to the senior year (first year graduate school).

Advancement within the Graduate Portion of the Speech-language Pathology Program

To advance from the first year (traditionally the senior year) to the second year (traditionally the fifth year) of study, students must

1. Maintain a minimum cumulative GPA of 3.0 in all coursework and a minimum cumulative GPA of 3.0 in the graduate professional courses.
2. Receive a grade of "B-" or better in all graduate level professional courses (courses at the 500 and 600 levels). Any student who receives a C+ or lower in any graduate level course (excluding clinic) has one opportunity to retake that course and receive a B- or better. Failure to achieve a grade of B- or better in any graduate level professional course will result in dismissal from the program. Students must receive a B or better in all graduate level clinical courses (500 and 600 level courses). Any student who receives a B- or lower in any graduate level clinical course has one opportunity to retake that clinic and receive a B or better. Failure to achieve a grade of B or better in clinical courses will result in dismissal from the program.
3. Successfully master all course objectives for all speech-language pathology courses taken during the senior year (first year graduate school) and 5th year.

Applying to the Speech-language Pathology Program

A potential applicant can enter the program in speech-language pathology under one of five circumstances, they are as follows:

1. a traditional student who has been accepted into the 5-year professional program;
2. an undergraduate transfer who has not been conferred a baccalaureate degree;
3. a graduate holding the baccalaureate degree with communication sciences and disorders;
4. a graduate holding the baccalaureate degree in a major other than communication sciences and disorders-post-baccalaureate non-major; or
5. an individual working in the field with a baccalaureate degree who desires to work toward the master's degree on a part-time basis-part-time student

Traditional Students

These students have graduated from high school but have not yet entered college. For these students, the speech-language pathology curriculum is a 5-year professional program leading simultaneously to the baccalaureate and master's degrees.

Undergraduate Admission Requirements

Prospective undergraduate applicants must meet both Misericordia University's and the speech-language pathology department's admission criteria.

Misericordia University's general criteria for acceptance into an undergraduate program are:

1. Evidence of the completion of 16 Carnegie Units, or evidence of a high school equivalency diploma.
2. Results of either the Scholastic Aptitude Test (SAT) or American College Testing (ACT) program.
3. A letter of recommendation from the high school principal, a guidance counselor, or a teacher.

The speech-language pathology department includes additional admissions criteria. Traditional students entering the 5-year professional program must have the following criteria to be considered for acceptance into the speech-language pathology department:

1. Preference will be given to students who have graduated in the top 1/3 of their high school graduating class or achieved a minimum combined SAT score of 1000 or the equivalent ACT score with a minimum 3.0 GPA.
2. The student must provide an essay of no more than 500 words indicating why the student wishes to pursue a career in speech-language pathology.

Evidence of exposure through volunteerism or service-learning related to working with children and adults is highly desirable.

Graduate Admission Requirements

Graduate study begins in the fourth (traditionally the senior) year and continues through to the fifth year of study. For traditional students to advance to graduate study, certain prerequisite criteria must be met:

1. Maintain an overall cumulative GPA of at least 3.0.
2. Receive a grade of “C-” or better in the undergraduate speech-language pathology courses.
3. Successfully master all course objectives for all speech-language pathology courses taken prior to the senior year (first year graduate school).
    a. Students begin their speech-language pathology courses in their freshman year and will typically complete all undergraduate coursework by their junior year. Upon completion of each semester, the progress of each student in terms of which course objectives were and were not mastered during that semester will be reviewed.
    b. For any course objectives not mastered, the student will be given an assignment to assist them in mastering those objectives. Students cannot take graduate level coursework if they have not mastered all objectives.

Once criteria (1) through (3) above are successfully met, the candidate is automatically granted permission to commence to graduate study (i.e., there is no need for the student to make a formal application to graduate school).

Undergraduate Transfer Students

These students are individuals who have completed college-level courses either at Misericordia University or another institution of higher education, and who have a major other than speech-language pathology, but would like to major in speech-language pathology

Undergraduate Admission Requirements

Students who transfer into the program, either from another academic unit within the university or from another institution of higher education, also will be required to meet the department's admission criteria. Students will be required to meet Misericordia University's requirements for a baccalaureate degree by taking the necessary coursework to ensure compliance with the requirements. Please refer to undergraduate admission requirements for traditional students. A recommendation letter from a current professor may be substituted for a letter from a principal, guidance counselor, or teacher.

Graduate Admission Requirements

Please refer to graduate admission requirements for traditional students.

Post-Baccalaureate Majors

These students have earned a baccalaureate degree in communication sciences and disorders or speech-language pathology and are eligible for direct entry into the graduate program in speech-language pathology at Misericordia University.

Graduate Admission Requirements

Students who apply to the graduate program in speech-language pathology and possess a baccalaureate degree in communication sciences and disorders must meet the following departmental admissions criteria:

1. A cumulative grade point average of at least a 3.0 on a 4.0 scale.
2. GRE scores. In certain circumstances, however, the GRE requirement may be waived after consultation with the admission office.
3. Original academic transcripts.
4. Two letters of recommendation from professors or instructors in speech-language pathology.
5. A type-written essay of no more than two double-spaced pages indicating why the student wishes to pursue a career in speech-language pathology.
6. In addition to meeting the admissions requirement above, applicants for whom English is not their primary language must provide evidence of proficiency in the language. Evidence of English proficiency should be presented in the form of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

These individuals are admitted directly into the graduate speech-language pathology program. Students must provide evidence of meeting certain knowledge and skills outcomes obtained during their undergraduate studies. The knowledge and skills outcomes should be documented on the Knowledge and Skills Acquisition (KASA) form used by ASHA for certification purposes. Any student who cannot provide evidence of acquiring certain knowledge and skills outcomes will be required to reconstruct their undergraduate experience so that the KASA form can be completed accurately.

If you are a student about to earn a baccalaureate degree in communication disorders or speech-language pathology, you should contact the chair of your department to inquire about documenting your undergraduate studies using the KASA form from ASHA.

As of January 1, 2005, new ASHA certification standards have taken effect. These standards may require you to take additional coursework to meet the new standards. For example, candidates for certification will be required to show evidence of having completed courses in both the biological and physical sciences. If your undergraduate transcript does not show evidence of having taken a course in the physical sciences, for example, you would be required to take a course in the physical sciences to meet the new certification requirements. Any additional courses you may have to take to meet ASHA's certification standards can be worked into your schedule (e.g., many of the basic science courses are offered during the summer).

Post-Baccalaureate Non-Majors

These students have earned a baccalaureate degree in any discipline other than communication sciences and disorders (e.g., biology, communications, education, English, linguistics).

Graduate Admission Requirements

Students who apply to the graduate program in speech-language pathology and possess a baccalaureate degree in a discipline other than communication sciences and disorders or speech-language pathology must have the following admission requirements:

1. A cumulative grade point average of at least a 3.0 on a 4.0 scale.
2. GRE scores. In certain circumstances, however, the GRE requirement may be waived after consultation with the admissions office.
3. Original academic transcripts.
4. Two letters of recommendation.
5. A type-written essay of no more than two double-spaced pages indicating why the student wishes to pursue a career in speech-language pathology.
6. In addition to meeting the admissions requirement above, applicants for whom English is not their primary language must provide evidence of proficiency in the language. Evidence of English proficiency should be presented in the form of a minimum score of 550 on the Test of English as a Foreign Language (TOEFL)

Before the candidate can begin graduate studies, he or she must successfully complete prerequisite undergraduate courses. These courses provide the individual with the appropriate framework and background in communication sciences and disorders so that he or she will be prepared to enter graduate study. To be granted entry into graduate study, the candidate must complete prerequisite under-graduate coursework with a minimum cumulative GPA of 3.00, and must have earned a grade of "C-" or better in each of the courses. For any course objectives not mastered, students will be given an assignment to assist them in mastering those objectives. Students cannot take graduate level coursework if they have not mastered all objectives.

Part-Time Students

These students have earned the baccalaureate degree in communication disorders or speech-language pathology and are working in the public schools.

Graduate Admission Requirements

Please refer to graduate admission requirements for post-baccalaureate majors.

Teacher Certification

Students who plan to work in the school system in Pennsylvania are required to obtain state teacher certification in speech and language disabilities. To be eligible for teacher certification, students must successfully complete the designated special education courses, SLP 300 - Speech-Language Pathology in the Schools class, the PRAXIS series exams (PRAXIS I and II tests; Teaching Speech to Students with Language Impairments test), a school fieldwork (supervised by a licensed speech-language pathologist who has the certificate of clinical competence), and other Pennsylvania Department of Education requirements (6 credits of Math; 6 credits of English - 3 American or British Literature and 3 English Composition; 3 credits of lab science). Students need to obtain a C or better in all classes and maintain a minimum 3.0 GPA. Students from states other than Pennsylvania will need to check the requirements with their state education departments. These students will also need to determine whether their states have reciprocity agreements with Pennsylvania.

Graduation

To graduate with the master of science degree in speech-language pathology, students must meet the following criteria:

1. Complete all academic coursework.
2. Complete all clinical practicum requirements.
3. Pass a comprehensive examination or complete a thesis during the last year of graduate study.
4. Show evidence of having taken the PRAXIS SLP

Students meeting criteria (1) through (4) above will be eligible for graduation. Traditional 5-year students and undergraduate transfers who have completed both the undergraduate and graduate curricula at Misericordia University will be granted both the bachelor of science degree in health sciences and the master of science degree in speech-language pathology. Students who have completed the graduate curriculum only (i.e., students who earned a baccalaureate degree prior to commencing graduate studies in the speech-language pathology program) will be granted the master of science degree in speech-language pathology.

Statement Concerning Program Accreditation

The master's program in speech-language pathology is accreditated by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. If students have additional questions about Misericordia University's ASHA accreditation status, they should contact the Accreditation Department at ASHA at (301)897-5700, X142. Students may also file grievances with ASHA's Council on Academic Accreditation (CAA). To learn about ASHA's grievance policy, students can go to the following link: www.asha.org

Speech-language Pathology MS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 18*
PSY 123	or SOC 101	3
SCI	Natural Science Core	3
HIS	Core	3
ENG 103	Composition	3
SLP 210	Intro to Com Dis	3
	Free elective	3

Second Semester		*Total Credits 18*
SOC 101	or PSY 123I	3
SCI	Natural Science Core	3
ENG	Core	3
ENG Core	Amer or Brit Literature	3
SLP 240	Norm SP & Lang Dev	3
HIS	Core	3

Sophomore Year

First Semester		*Total Credits 18*
FA	Core	3
MTH	Bank I	3
PHL	Core	3
PSY 275	Child & Adol Psych	3
SLP 220	A&P of Speech & Hr Science	3
SLP 260	Artic/Phon/Lang Dis	3

Second Semester		*Total Credits 17*
MTH 115	Statistics	3
RLS	Core	3
FA	Core	3
SLP 250	Speech & Hearing Science	3
SLP 330	Intro to Audiology	3
SLP 305	OB & Clin Procedures I	3

Junior Year

First Semester		*Total Credits 18*
PHL Core	or Natural Science Cognate	3
SLP 300	SLP in Schools	2
SLP 410	Aural Rehab	3
SLP 230	Phonetics	3
SLP 325	Stutt/Voice/Cleft Palate	3
SLP 340	Communication & Aging	2
SLP 415	OB & Clinical Procedures II	2

Second Semester		*Total Credits 18*
PHL Core	or Natural Science Cognate	3
SLP 310/512	Research Methods	3
SLP 350	Adult Comm Dis	3
SLP 450	Optional Clinic	3
	TED 364 Meth in Spec. Educ	3
	Free Elective	3

Senior Year (Graduate I)

First Semester		*Total Credits 17**
SLP 500	Artic & Phon Disorders	3
SLP 530	Voice DIsorders	3
SLP 575	Motor Speech Disorders	3
SLP 560	Diag (3cr) with SLP 555(1cr)	4
SLP 505	Clinic I (sec I-IV)	3
SLP 565	SLP Seminar I	1
SLP 515	Hearing Sem	1
RLS	Core	3
	*18 with Diagnostics	

Second Semester		*Total Credits 17 **
SLP 510	Fluency Disorders	3
SLP 525	Child Language Disorder	3
SLP 545	Aphasia & Cog Comm Dis	3
SLP 585	SLP Seminar III	3
SLP 560	Diag (3cr) with SLP 555 (1cr)	4
SLP 605	Clinic II (sec I-IV)	3
SLP 566	SLP Seminar II	1
SLP 515	Hearing Seminar	1
	* 18 with Diagnostics	

Summer		*Total Credits 6**
SLP 589	Dysphagia	3
SLP 560	Diag(3cr) with SLP 555 (1cr)	4
SLP 601	Sum Clin I (I-IV)	3

		*Total Credits 6**
SLP 540	AAC	3
SLP 602	Summer Clinic II (I-IV)	3
	*10 with Diagnostics	

Graduate Year II

First Semester		*Total Credits 12*	*Second Semester*		*Total Credits 15*
SLP 610	Fieldwork II	9	SLP 620	Fieldwork II	9
SLP 650	Professional Issues	3	SLP 680	Thesis Option	3

**Students are only required to take SLP 560 Diagnostics (3cr) with SLP 555 Diag Clin (1cr) once and SLP 515 Hearing Seminar once.*

Note 1: Students who decide to pursue teacher certification (to work as a school SLP in PA) will need all PDE courses and a lab science course
Note 2: Students may need to take SLP 630 – a third field placement until they have satisfied the department's and ASHA's certificate requirements pertaining to clinical experiences.
Note 3: For prerequisites, please refer to the catalog or advising sheet

Speech-language Pathology Course Descriptions (SLP)

210 Introduction to Communication Disorders 3 credits

This course is designed to give the student an overview of the speech-language pathology profession by describing the types of disorders that are likely to be encountered in a typical caseload. Additionally, the student is given basic information about the profession: typical work settings, certification and licensure requirements, and the profession's Code of Ethics.

Fall only

220 Anatomy and Physiology of Speech and Hearing 3 credits

This course covers anatomy and physiology of the speech and hearing mechanism, including nomenclature, respiration, phonation, articulation/resonance, the nervous system, and the auditory system. A laboratory is included to assist the student in learning the anatomy, utilizing models, charts, videotapes, and cadavers.

Fall only

230 Phonetics 3 credits

Principles of phonetics and their application to speech is covered in this course. Classification of speech sounds according to various systems including, but not limited to, manner and place, distinctive features, and phonological processes. Exercises in phonetic transcription utilizing the International Phonetic Alphabet will be provided.

Prerequisite SLP 210, SLP 230). Fall only

240 Normal Speech and Language Development 3 credits

To understand what constitutes a delay or disorder of speech and/or language comprehension or production, the speech-language pathologist must understand the nature and sequence of normal speech and language development. This course is designed to address how humans typically develop speech and language abilities, both in terms of comprehension and production.

Spring only

250 Speech and Hearing Science 3 credits

The study of speech and hearing physiology, acoustic phonetics, and speech perception is covered in this course.

Spring only

260 Articulation, Phonology, and Language Disorders 3 credits

This course includes an exploration of the processes related to developmental articulation, phonology, and language disorders from birth through adolescence. Instruction in the principles underlying modification of these disorders is provided.

Prerequisite SLP 210, SLP 230. Spring only

300 SLP in the Schools 2 credits

This course includes the establishment and maintenance of speech and hearing programs within various administrative organizations, particularly in public schools. Emphasis is placed on the individual educational plan (IEP) process including referral, assessment, evaluation, identification, and development of a meaningful IEP. Techniques of scheduling, record keeping, material and equipment selection, counseling, and behavior management are discussed. In addition, the development of coordinated professional and interdisciplinary procedures and issues of ethical practice and cultural diversity are addressed.

Fall only

305 Observation and Clinical Procedures I 2 credits

This course includes clinical procedures for working in various practicum settings, using diagnostic and therapeutic techniques, writing behavioral objectives, procedures for report writing, and practical experience with clinician-made and commercial materials. This course also provides direct clinical observation of the evaluation and rehabilitation of individuals with speech, language, and hearing problems. A minimum of 20 clock hours of observation will be required.

Spring only

310/512 Methods and Critical Consumerism in Research 3 credits

A study of research design and statistical analysis as it pertains to communication disorders is covered in this course. Topics will include levels of measurement, single and group research designs, nonparametric and parametric statistics, and the organization and implementation of research from formulation of research questions through dissemination of results. The seminar will involve the critical review of representative samples of research in the speech-language pathology literature.

Spring only

325 Stuttering, Voice, and Cleft Palate 3 credits

An introduction to the developmental, psychogenic, and organic bases for stuttering, voice disorders, and cleft palate is covered in this course. Instruction in principles underlying treatment of these disorders with emphasis on anatomical deviations and laryngeal dysfunction is provided.

Prerequisite SLP 210, SLP 220. Fall only

330 Introduction to Audiology 3 credits

This course provides an introduction to theories of hearing. Students will be exposed to basic audiometric principles used in hearing measurement. Auditory tests include pure tone audiometry, speech audiometry, and electrophysiological measures used to assess hearing sensitivity in clients across the lifespan.

Spring only

340 Communication Disorders and Aging 2 credits

This course will expose students to communication in the adult and aging population. The course will cover information relaTed to normal age-related changes that occur throughout the body and their impact on speech, language, and hearing. Information also will be presented on the common communication disorders present in older adults.

Fall only

350 Adult Communication Disorders 3 credits

An overview of basic anatomy of those portions of the central nervous system that control swallowing and human communication will be provided. The course will prepare students for an advanced study of speech and language development and neurogenic communication disorders of children and adults.

Prerequisite SLP 210, SLP 220. Spring only

410 Aural Rehabilitation 3 credits

Information and strategies for aural habilitation intervention with children and adults who have hearing loss will be covered. Models of audiological intervention will be presented. Topics to be addressed include hearing aids, assistive technology, speech reading, auditory training, communication strategies and counseling techniques.

Fall only

415 Observation and Clinical Procedures II 2 credits

This course prepares students for the first clinical experience. Student will plan, implement, and evaluate at least one (1) therapy session with a client based on the information learned in class. A minimum of 5 clock hours of observation will be required.

Prerequisite SLP 305. Fall only

450 Optional Clinic 3 credits

This is an undergraduate in-house practicum assignment for exceptional students in the second semester of the junior year. This course includes writing lesson plans, reports, and case histories of a detailed nature for individuals or groups of persons who exhibit speech, language, or hearing problems. An experience in working with individuals or groups of persons who exhibit speech or hearing problems is included.

Prerequisite SLP 305, SLP 415. Spring only

500 Articulation and Phonological Disorders 3 credits

An examination of normal and deviant articulatory acquisition and behavior will be covered. Presentation of major theoretical orientations and the therapeutic principles will be discussed.

Fall only

505 Clinic I (sec I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students are learning in the academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

510 Fluency Disorders 3 credits

Theories, assessment and treatment techniques for persons with fluency disorders across the lifespan will be covered.

Spring only

515 Hearing Seminar 1 credit

Students will receive hands-on experiences in audiometric testing and audiological intervention within the scope of practice for speech-language pathology students.

525 Child Language Disorders 3 credits

This course provides an overview and evaluation of the language skills of preschool and school aged children including metalinguistic and discourse development. Contemporary theory and practice in language assessment and intervention for children from birth through high school will be reviewed.

Spring only

530 Vocal and Velopharyngeal Disorders 3 credits

The study of etiology, symptoms, and treatment strategies for a variety of vocal and velopharyngeal disorders will be covered.

Fall only

540 Augmentative and Alternative Communication 3 credits

Assessment and intervention strategies and technology for individuals with severe communication impairments will be covered.

Summer only

545 Aphasia and Cognitive Communication Disorders 3 credits

Neurological and psychological aspects of aphasia and other cognitive communication disorders will be covered. Assessment and intervention approaches will be discussed and evaluated.

Fall only

555 Diagnostic Clinic in Communication Disorders 1 credit

Supervised practicum experience in performing in-depth diagnostic evaluations with individuals exhibiting any type of speech, hearing, or language dysfunction will be included. Students will gain experience in obtaining case history information, administering diagnostic tests, conferring with parents or their responsible party, and writing reports.

Corequisite SLP 560

560 Differential Diagnosis in Communication Disorders 3 credits

This course covers an introduction to formal and informal procedures for evaluating and diagnosing speech and language disorders, selection of tests and techniques, validity and reliability of procedures, interview techniques appropriate to a case history, preparation of evaluation and case history reports, as well as preparation of management programs.

Corequisite SLP 555

565 Speech-language Pathology Seminar I 1 credit

This course will cover the American Speech-language Pathology Code of Ethics, Licensure Handbook of Pennsylvania, clinical policies and procedures, clinical documentation, and clinical issues regarding client care.

Fall only

566 Speech-language Pathology Seminar II 1 credit

This course will cover resume building, school and hospital issues in speech-language pathology, development of therapeutic intervention strategies and materials, and clinical issues regarding client care.

Spring only

575 Motor Speech Disorders 3 credits

A study of the medical, physical, occupational, speech, language and hearing problems of the neuro-motorically impaired client will be covered. Assessment and therapy techniques are reviewed and evaluated.

Fall only

585 Speech-language Pathology Seminar III 3 credits

This course may change from year to year. At present, Interviewing and counseling skills related to speech and language disorders across the lifespan is taught in this course.

Spring only

590 Dysphagia 3 credits

Information and training in the evaluation and treatment of swallowing disorders throughout the lifespan is covered in this course.

Summer only

601 Summer Clinic I (sections I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The course is offered in the summer semester. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

Summer only

602 Summer Clinic II (sections I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The course is offered in the summer semester and is typically taken after the student has completed SLP 505, SLP 605, or SLP 601. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

Summer only

605 Clinic II (sec I-IV) 3 credits

This is an in-house or off-campus practicum assignment for students in the senior year of study. The course is usually taken after a student has completed SLP 505. The student will receive hands-on clinical experience in the assessment and remediation of communication disorders in persons with a variety of speech, language, and hearing impairments. This practicum is intended to supplement what students learn in academic coursework and will be accomplished under the supervision of a faculty member, clinical staff, or a licensed speech-language pathologist who holds the certificate of clinical competence from the American Speech-Language-Hearing Association.

610 Fieldwork I 9 credits

Students receive supervised clinical experience with persons presenting various speech and/or language disorders, fluency disorders, voice disorders, and dysphagia. This off-campus practicum experience is to be taken in the student's fifth year of study.

620 Fieldwork II 9 credits

Students receive supervised clinical experience with persons presenting various speech and/or language disorders, fluency disorders, voice disorders, and dysphagia. This off-campus practicum experience is to be taken in the student's fifth year of study. This practicum experience is to be taken in the student's fifth year of study. This course is typically taken after the student has completed SLP 610.

630 Fieldwork III 6 credits

Students receive supervised clinical experience with persons presenting various speech and/or language disorders, fluency disorders, voice disorders, and dysphagia. This practicum is to be taken during the summer term following the student's fifth year of study and/or if all practicum requirements have not been met.

650 Professional Issues 3 credits

A seminar devoted to issues pertinent to the field of speech-language pathology, including but not limited to pre-professional academic and practicum requirements, accreditation standards, ASHA practice policies and guidelines, legislative and regulatory policies, business practices, reimbursement issues, certification requirements, specialty recognition, licensure requirements, and professional ethics.

Fall only

680 Thesis Option 3 credits

Independent design and implementation of a research study under the supervision of a faculty member.

Sport Management Major

College of Professional Studies and Social Sciences
Degree Four-year Track BS, Sport Management,
Five-year Track BS, Sport Management and MBA
Department Chair Fred J. Croop, MBA, CMA, CPA

The sport management major provides a business-oriented curriculum devised to produce graduates who will be successful in today's sports management environment as well as prepared for its future. The major allows students to fashion their studies to meet their professional and personal needs.

Sports Management Four-year Track BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
SMG 101	Introduction to Sport Mgmt.	3
BUS 105	Basic Technology	3
BUS 208	Principles of Management	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
SMG 110	Sport in Society	3
BUS 107	Essential Communications	3
BUS 269	Principles of Marketing	3

Sophomore Year

First Semester		*Total Credits 18*
	Core	3
	Core	3
BUS 207	Contemporary Economics	3
SMG 201	Sport and Athletic Admin.	3
ACC 101	Principles of Accounting	3
	Elective	3

Second Semester		*Total Credits 18*
	Core	3
	Core	3
	Core	3
SMG 210	Sport Event and Facility Mgmt.	3
BUS 306	Organizational Behavior	3
	Elective	3

Junior Year

First Semester		*Total Credits 15*
	Core	3
	Core	3
	Core	3
SMG 301	Sport Marketing	3
BUS 352	Business Law	3

Second Semester		*Total Credits 15*
	Core	3
	Core	3
SMG 310	Sport Law	3
BUS 360	Management of Human Resources	3
MIS 110	Introduction to Information Sys.	3

Senior Year

First Semester		*Total Credits 15*
	Core	3
SMG 401	Sport Economics	3
BUS 371	Finance	3
BUS 415	International Business	3
	Elective	3

Second Semester		*Total Credits 12*
SMG 410	Internship	12

Total required for graduation 123 credits

For description and requirements of the Five-year Track BS, Sport Management and MBA, see MBA program description, page 324.

Sport Management Course Descriptions (SMG)

101 Introduction to Sport Management 3 credits

The course examines the discipline of sport management. Areas to be covered include: careers in the industry, growth trends in the industry, and an overview of the management of a variety of sport organizations including professional and intercollegiate athletics.

110 Sport in Society 3 credits

This course provides students with an understanding of the relationship between sport and the society we live in. Theoretical framework, assumptions, and principles associated with this phenomenon will be examined. Students will be encouraged to think critically about sport and the place it holds in social life. Using this body of knowledge, the student will complete a research paper on a topic such as deviance in sport, youth sports, sport and race, etc.

Prerequisite: SMG 101

201 Sport and Athletic Administration 3 credits

Sport and Athletic Administration will provide the student an understanding of the various components and activities involved in an athletic or sport program administration. The inter-relationship within the institution, tasks to be performed, policies, and procedures will be examined. Attention will also be given to the role of the organization's sport or athletic leader.

Prerequisite: SMG 101

210 Sport Event and Facility Management 3 credits

This course investigates the fundamental principles in sport event and facility management. Various managerial practices will be analyzed. Topics to be discussed include, but are not limited to, risk management, event planning, housekeeping and maintenance and current trends in the industry.

Prerequisite: SMG 101

220 Practicum in Sport Management 1-3 credits

This course provides students with the opportunity to apply learned sport management skills, theories, and ideas in a work experience. This course will allow a student to bridge the gap between classroom learning and practical application in a sport setting. This course is optional. The practicum will be a minimum of four weeks working forty hours per credit earned.

Prerequisite: SMG 101, SMG 110, and completion of at least 30 credits

301 Sport Marketing 3 credits

This course focuses on the application of marketing principles and practices relevant to the sport industry. Theoretical and practical applications of marketing professional and amateur sports are examined.

Prerequisite: SMG 101 and BUS 269

310 Sport Law 3 credits

Sport Law examines the legal environment in which professional and amateur sports presently operate. Included will be aspects of tort, contract, labor, and antitrust law as they apply to the sport industry.

Prerequisite: SMG 101, SMG 110 and BUS 352

401 Sport Economics 3 credits

This comprehensive course focuses on methods and procedures as they apply to the economics of sport. Areas such as cost analysis, purchasing, budgeting, and what a franchise means to a municipality will be examined.

Prerequisite: SMG 101 SMG 110 and BUS 207

410 Sport Management Internship 12 credits

This course provides students with the opportunity to apply learned sport management skills, theories, and ideas in a work experience. The internship is designed to be an in-depth experience and students are encouraged to consider internship sites that reflect their own career aspirations in the sport industry. The internship will be a minimum of twelve weeks working forty hours per week.

Prerequisite: SMG 101, SMG 110, SMG 301, SMG 310, completion of at least 90 credits and permission of the instructor

Teacher Education Programs

College of Professional Studies and Social Sciences
Department Co-Chairs Susan Tomascik, PhD and Molly Vitale, PhD

Faculty

Michele Brague, Assistant Professor of Education, BS Keene State College; M.Ed. Plymouth State College

Stephen Broskoske, Associate Professor of Education, BS College Misericordia; MS Wilkes University; EdD Lehigh University

Joan L. Krause, Associate Professor Emeritus of Education, BS College Misericordia; MS Marywood University; MS University of Scranton

Patricia Marie McCann, RSM, Associate Professor of Education, BS College Misericordia; MS University of Scranton; EdD Lehigh University

Joseph P. Rogan, Professor of Education, BA Kutztown University; MA Marywood University; EdD Lehigh University

Susan R. Tomascik, Associate Professor of Education, BA Wilkes College; MS College Misericordia; PhD Marywood University

Molly Vitale, Associate Professor of Education, BS College Misericordia; MA, PhD The Pennsylvania State University

Mission

The teacher education department (TED) is committed to preparing excellent teachers. One of the university's first majors, the teacher education program embraces Misericordia University's long-standing mission and continues to reflect the values of our founders: mercy, justice, service, and hospitality. Through the TED, we seek to develop teachers who are masters of the content they will teach and who will teach in pedagogically sound ways that inspire all students to learn. Using educational theory and methodology courses within the liberal arts core, we intend to provide a variety of learning opportunities to facilitate a thorough knowledge of human development and an appreciation of its diversity so that, as teachers, graduates will understand, respect, and respond to the unique strengths, needs, and desires presented by students and their families. Through coursework and field-based activities conducted in collaboration with partnering schools and agencies, our teacher candidates study, observe, and apply strategies that structure learning experiences and environments and that are responsive to students' needs. Through teaching, supervision, and personal example, faculty intend to establish the expectation that we and our students will conduct ourselves at all times in accordance with the highest standards of ethical practice and professionalism. The faculty strives to develop in our graduates a commitment to on-going professional and personal growth.

The Teacher Education Department

Since its inception in 1924, Misericordia University has prepared thousands of excellent teachers for our nation's classrooms. Currently, the teacher education department (TED) sponsors undergraduate majors in elementary education, special education, and in five areas of secondary education – biology, chemistry, citizenship/social studies, English, and mathematics. In combination with its elementary education major, the TED also sponsors a certification program in early childhood education. The faculty has developed an integrated program that combines elementary and special education. At the graduate level, the teacher education department sponsors specializations in elementary education, educational strategies, instructional technology and supervisor of curriculum and instruction.

All of the teacher education programs have been reviewed and approved by the Middle States Association of Colleges and Schools and the Pennsylvania Department of Education. The programs qualify students for instructional, specialist, or supervisory certifications awarded by the Pennsylvania Department of Education. Additionally, the programs offered by the teacher education department have earned "candidate status" awarded by the prestigious Teacher Education Accreditation Council (TEAC), a national accrediting agency affiliated with the Commission on Higher Education of the United States Department of Education.

Note: The TED curriculum will undergo revision in the near future pending changes in Pennsylvania Department of Education (PDE) requirements for teacher certification. Department of Education (PDE) requirements for teacher certification.

Undergraduate Certifications

Early Childhood Education
This program prepares teachers to work in pre-school through third grade.

Elementary Education
This program prepares teachers to work in kindergarten through sixth grade.

Secondary Education
This program prepares teachers to work in secondary education (junior and senior high schools). They are prepared to teach biology, chemistry, citizenship/social studies, English, or mathematics.

Special Education (Cognitive, Behavior, Physical/Health Disabilities)
This program prepares teachers to work with students with mental and/or physical disabilities

from birth through age 21. These students include those with mental retardation, learning disabilities, emotional disturbances, physical handicaps, and multi-handicaps.

Graduate Specializations

Elementary Education
This program prepares teachers currently certified in other areas to teach in elementary schools (K-6), page 334.

Special Education
This program prepares teachers currently certified in other areas, as well as individuals who do not hold an Instructional I certificate, to teach in grades N-12.

Educational Strategies
This program is especially appropriate for certified and practicing teachers and others interested in combining professional growth with best practices, page 337.

Instructional Technology
This program prepares teachers currently certified to plan and direct technology-based programs in schools and organizations, page 333.

Supervisor of Instruction and Curriculum
This graduate program prepares teachers currently certified to direct curriculum development programs and to supervise teachers, page 333.

Graduate Certificate Programs

Teaching English As A Second Language (ESL)
This program prepares teachers currently certified to obtain an ESL Program Specialist certificate. Further information about this certificate program is located under Teaching English As A Second Language, page 307.

Selection, Retention, Advancement, and Graduation Criteria, Undergraduate
To ensure quality, the TED uses a series of assessments to monitor students' progress through their programs. Information gathered from these assessments is used to make admission, program entry, retention, advancement, and graduation decisions. Procedures specific to the policies that govern retention in the teacher education program are delineated in the teacher education department guide book. All students will enter TED programs as pre-education majors and are eligible to register for 100 and 200 level TED courses only. Students must qualify for education major status in order to be eligible to register for 300- and 400-level TED courses.

1. Undergraduate Admissions Process (traditional and transfer students)
2. Initial admissions decisions are made by the admissions office. They suggest that applicants be accepted to the University to participate in programs offered by the TED only if they meet the following criteria:
3. Participation in a rigorous high school curriculum, with posted grades that placed them in the top half of their graduating high school classes or in which they earned a “B” or better average. External (from other colleges) and internal transfers (from other Misericordia majors) must have a 3.0 GPA. Prospective transfer students must meet with the TED's chair before enrolling in any TED courses.
4. Demonstration of an interest and commitment to becoming teachers by participating in volunteer, extracurricular, and/or independent activities in which they interacted with groups of children.

a. The ability to demonstrate that they can meet a series of *essential performance skills* typically expected of classroom teachers.
b. Sophomore Competency Examination

During finals week of each semester, students (including recent transfers), must complete the sophomore competency examination, which assesses their ability to integrate information learned in the following courses:

TED 231 Learning
TED 241 Development
TED 251 Curriculum
TED 261 Teaching
TED 271 Classroom Management

c. Formal Program Acceptance Process

   1. Faculty considers the results of the initial review process, and the sophomore competency examination, along with other information such as GPA and PRAXIS I scores, before it formally admits students to the Teacher Education Department. To apply for formal program acceptance as sophomores, students must present:
   2. an application for TED formal acceptance;
   3. results of the sophomore competency examination;
   4. satisfactory grades/reports from Sophomore Field 1 (TED 292) and Sophomore Field 2 (TED 293);
   5. satisfactory completion of ENG 103 English Composition, ENG English Literature Core (American or British Literature), ENG English literature core (any), MTH Mathematics Bank I, MTH Mathematics Bank II (Statistics) as required by major;
   6. evidence of participation in professional associations and organizations, including the education club or the secondary education club, and at least one major-related professional organization,
   7. the information that indicates respected the TED's ethics policy;
   8. at least one TED faculty recommendation;
   9. a cumulative GPA of 3.0 or above after at least 48 credits, (at least 24 credits for transfer students) which include English composition, American literature, and two college-level math courses. In all TED courses, students must earn a "C+" or better; and,
   10. scores from PRAXIS I (reading, writing, and math subtests) that meet or exceed the state's cut scores.

d. Junior Independent Project

   During the fall semester, juniors must individually suggest, develop, and publicly present a poster session on a topic approved by their TED advisors. The presentations take place during American Education Week (third week of November).

e. Junior Group Project

   During the spring semester, juniors, in cooperation with a least two and no more than four peers, must suggest, develop, and publicly present a poster session on a topic approved by their TED advisors. The presentations take place during the last week of the semester (i.e., in relation to National Teacher Recognition Day).

f. Student Teaching Acceptance Process

   At the end of the junior year, the TED faculty review all juniors. The review is used to determine which students will be recommended for student teaching and graduation. Data which must be submitted by students include:

   1. a completed application for Student Teaching (TED 497); or
   2. grades/reports from Junior Field (TED 394);
   3. grades/reports from Junior Practicum (TED 395);
   4. evidence of participation in professional associations and organizations, including the education club or secondary education club, and at least one major-related professional organization,

5. evidence of completed the PRAXIS II ~Fundamental subjects: Content knowledge test [All K-6 & K-12 Instruc. Areas (not 7-12)];
6. information which indicates respect of the teacher education department's ethics policy;
7. at least two TED faculty recommendations; and,
8. a cumulative GPA of 3.0 or above.

g. National Teachers Examination

Senior students must complete sections of PRAXIS II - The National Teachers Examination (i.e., those required of their specialization–see www.pde.state.pa.us), and meet or exceed the cut scores established by PDE in order to apply for certification.

h. Senior Portfolio Presentation

Throughout their programs, teacher education students are expected to continually develop portfolios, which they may eventually use in employment interviews. In Senior Seminar (TED 401), students receive guidance in developing presentation portfolios, and during the spring semester of their senior year, students must share their presentation portfolios with the TED faculty. Presentation portfolios must include:

1. a letter written by the student which reviews why he or she wants to be a teacher, and introduces portfolio reviewers to the contents of his or her portfolio;
2. a current résumé;
3. a transcript, the results of all assessment activities (i.e., PRAXIS I and II scores), and clearances (e.g., Act 34, 114 and 151);
4. a photographic essay of their work during student teaching;
5. a video/audio taped sample lesson;
6. sample projects done in courses and field experience, including student teaching;
7. as appropriate, parts of ten complete TED Cross Course Modules; and,
8. three letters of recommendation, one written by a peer, two by TED faculty.

i. Course Requirements

To ensure that the educational experiences offered by the TED are both uniform and developmental, the TED faculty has established two sets of "modules" (i.e., Learning Activity Packages). One set is course-based; the other transcends course boundaries and migrates with students through their programs.

Each course has specified numbers of objectives to complete. There is one course module for each objective. Each course module structures teaching and learning with a series of prescribed activities and is assessed with a module-referenced assessment (both equal to 40 percent of final grade). Each course also has a course project (10 percent of final grade) and a final examination (50 percent of final grade).

Rather than just hope its courses and experiences mesh, the faculty uses cross course modules to help students knit courses and experience into meaningful wholes. A cross course module might start in one course, be developed in a second, and completed in a third. Students must independently complete the cross course modules by the time they enter Senior Seminar (TED 401). Most course projects (listed in each course syllabus) can be included in one or more of the cross course modules. There are 10 cross course modules, including:

1. foundations;
2. development;
3. learning;
4. curriculum;
5. teaching/testing;
6. technology and media;

7. issues and research;
8. professional and career development;
9. field placements; and
10. resources

j. Grading

The TED faculty believes it is dangerous to allow students who know only a small percentage of what they are supposed to know to progress in their programs. Therefore, TED students are not allowed to progress, to student teach, or to graduate until and unless they have demonstrated (through quizzes, projects, examinations, etc.) that they have mastered all of the TED's objectives. Students must earn a "C+" or better in all TED courses.

The TED faculty uses module-based assessments formatively. Students who earn less than a mastery-level score on an assessment may be required, with certain restrictions (and perhaps with additional instruction) to make a second attempt to demonstrate mastery. While it would be ideal to allow additional attempts, the TED faculty believes that, at the college-level level, two opportunities to demonstrate mastery are sufficient.

Because they are usually not done or submitted until close to the end of a semester, the TED faculty can only use course projects summatively. While students are working on their projects, they may seek help and feedback from instructors; however, once they submit their projects, they will be graded.

Final exams, which in all cases are cumulative (all of a course's objectives are assessed), will be graded only summatively.

Although the TED faculty refuse to "teach to the test," they construct and administer assessments and final examinations to parallel PRAXIS II- The National Teacher Examination.

TED faculty convert assessment and exam raw scores to produce percentage scores for objective items (multiple choice, etc.) and, eventually, letter grades. They score essays included on quizzes and final examinations, and projects, against rubrics.

Students must post at least a "C+" in all TED courses.

k. Academic Integrity and the Teacher Education Department Honor Code

At the beginning of every course, instructors inform students of the details of the TED's academic integrity policy (see TED Guidebook). The policy states that students are expected to do their own work (except when cooperative projects are assigned). If it is demonstrated that a student has submitted work done by others of falsified information; the student's work is awarded a failing grade and the student is charged with a violation of the TEDs academic integrity policy.

l. Student Teaching

Student Teaching (TED 497) is a semester-long formal experience that takes place during a students last semester before graduation and/or certification. It is a culminating experience and is accompanied by a student teaching professional seminar that meets several times throughout the semester. The PA Department of Education requires the formal evaluation of all students with the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430 Form). The PDE 430 Form is a performance-based assessment that serves as a permanent record of a student teacher's professional performance on specific criteria during the student teaching experiences. To comply with the PDE 430 mandate the TED faculty believe it is in the best interest of each student to be supervised by a Misericordia University trained supervisor. As a result, students applying for student teaching are required to select student teaching placements that fall within a 50-mile radius from Misericordia University.

m. Graduation

Students must meet all of the requirements for at least one TED program to be recommended for graduation. If students have met all requirements except student teaching and if they have completed at least 120 credits, they may graduate with a degree in Professional Studies but will not be candidates for teacher certification.

n. Teacher Certifications

Students who have completed one or more of the programs sponsored by the TED and a series of other requirements set by accrediting organizations (PRAXIS I and II scores, Act 34, 114 and 151 clearances, etc.), may be recommended for certification to the Pennsylvania Department of Education and/or other certifying organizations. Students may also opt to qualify for certifications provided by other states.

Program Goals

TED faculty have combined the goals of the university with those suggested by PDE and other groups to produce 15 departmental goals, from which they have identified a series of objectives (i.e., competency statements which students must meet). The objectives for given courses are listed in course syllabi.

Communication Skills

Graduates of the teacher education program shall demonstrate that they have the knowledge and skills needed to confidently and effectively communicate with students, other professionals, families, and members of their communities, using both oral and written words.

Mental and Physical Skills

Graduates of the teacher education program shall demonstrate that they possess the mental and physical skills and tolerance for stress needed to function as classroom teachers.

Commitment to Students

Graduates of the teacher education program shall demonstrate a sincere commitment to the education of all students and be willing to advocate for children and their families.

Foundations of Education

Graduates of the teacher education program shall explain sociological and philosophical factors that have led to the development of and that currently support and regulate educational practices, including Pennsylvania's Code of Conduct and Practice for Teachers. In doing so, they shall evidence a clear understanding of the roles and responsibilities of classroom teachers, as well as the rights and responsibilities of students and their families.

Growth and Development

Graduates of the teacher education program shall explain how students grow and develop, and they must demonstrate a willingness and ability to adjust their teaching to meet the needs of individual students, including students with special needs. Graduates shall be especially sensitive to the challenges faced by female students, students with disabilities, and members of minority groups.

Learning

Graduates of the teacher education program shall use research to explain the processes and complexities of learning and use this knowledge to plan and implement teaching and learning activities that support the intellectual, social, emotional, career, and personal development of students.

Curriculum Structure

Graduates of the teacher education program shall explain how curriculum is developed, structured, regulated, and used by teachers to plan, monitor, and evaluate instruction and students' learning. Students shall demonstrate a clear understanding of the Pennsylvania academic standards..

Content Mastery

Graduates of the teacher education program will demonstrate mastery of the curriculum they will be expected to teach and a willingness to engage in professional development activities, which ensure their continued mastery.

Basic Teaching Processes

Graduates of the teacher education program shall demonstrate the ability to: effectively organize classrooms and educational spaces so that they are conducive to learning and which ensure students' safety and security; analyze data and situations to make decisions which benefit students; and plan, implement, and assess direct instruction within a mastery learning paradigm.

Advanced Teaching Processes

Graduates of the teacher education program shall effectively implement a variety of advanced teaching procedures that allow students, independently and cooperatively, multiple pathways to learning and that encourage them to explore and understand challenging concepts, topics, and issues.

Classroom Management

Graduates of the teacher education program shall demonstrate a willingness and ability to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active learning, critical thinking and problem-solving, and independence. They will be devoted to creating schools and classrooms that are welcoming, caring, stimulating, inclusive, and safe places in which students are challenged to take risks, make choices, work independently and collaboratively, and are supported in their growth and development.

Family Involvement

Graduates of the teacher education program shall acknowledge and respect the roles and responsibilities of parents and families, and shall be willing to enter into partnership arrangements with those interested in the education of students.

Respect for Diversity

Graduates of the teacher education program shall see diversity as normal, and evidence an authentic respect for all students, families, coworkers, and school personnel. They should see themselves as teachers prepared to work with all students without regard to factors related to gender, race, creed, economic status, physical attributes, or ability.

Personal and Collegial

Graduates of the teacher education program shall know and be comfortable with themselves in ways that cause them to be willing and able to work effectively with students, other professionals, and parents.

Professional

Graduates of the teacher education program shall be fully aware of their profession's standards and practices, including its codes of ethics (e.g., Pennsylvania's Code of Conduct and Practice for Teachers); look forward to being contributing members and active leaders of their profession; and function ethically and responsibly as members of their communities.

Structure of the Curriculum

Currently, the university's undergraduate teacher education programs have five components. In light of the recent changes to Pennsylvania's certification guidelines (Chapter 49-2), the TED is in the process of revising its curriculum to be in compliance with the new regulations.

1. Core

   All teacher education program students are expected to complete the university's general education requirement (i.e., the "Core"). Thirty core credits, of which at least six must be writing-intensive, must be taken in areas sponsored by the College of Arts and Sciences (i.e., six each in history/government, religious studies, fine arts, literature, and philosophy); six must be taken in mathematics; six in science; and six in areas sponsored by the College of Professional Studies and Social Sciences (i.e., comparative sociology, contemporary economics, and/or introduction to psychology). Additionally, students must complete English Composition.

2. Introductory and Generic TED Courses

   All teacher education program students must complete a set of introductory-level teacher education requirements. Additionally, all seniors will have to complete Student Teaching (TED 497) and attend the student teaching professional seminar.

3. Specializations

   All TED students must complete the requirements of one or more of the TED's specializations (e.g., elementary education).

4. Field Experiences

   All TED students must complete a developmental series of field experiences that begin during the first year and culminate with a full semester of student teaching. By the time they graduate, students will have completed more than 700 hours of observation and practicum in community classrooms.

   Field experiences are arranged at partnership school districts by the TED. Students must possess professional liability insurance and various clearances (for example, Act 34, 114 and Act 151) to participate in field placements. Students must arrange their own transportation.

5. Professional Involvement

   All students will be expected to participate in activities and organizations related to the profession of teaching.

Elementary Education Major

Early Childhood Education and Elementary Education Certifications
Degree BS, Elementary Education
Department Chairs Susan Tomascik, PhD and Molly Vitale, PhD

The early childhood education (ECED) program is designed to prepare teachers to work with preschool children, either as teachers or as operators of private preschool or nursery centers (nursery through third grade). The program builds upon the elementary education (ELED) program (kindergarten through sixth grade).

Pre-service teachers in ELED/ECED must successfully complete the liberal arts core curriculum, a series of generic teacher education department (TED) courses and field experiences, and the courses and experiences required by the two TED specializations – early childhood and elementary education.

ELED/ECED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semesters, they must complete a 15-week student teaching assignment (two separate placements). One placement is in ECED and the other is in an ELED.

Students who successfully complete the ELED/ECED program are eligible for recommendation by the university to the Pennsylvania Department of Education for two teacher certifications. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on the PRAXIS I and II, qualify graduates for "Instructional I" certificates. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

Early Childhood Education Elementary Education BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
ENG 103	English Composition	3
BIO/CHM/PHY	Natural Science Core (one sequence)	3
HIS/POL	Hist/Pol Sci Core (one seq.)	3
ENG	Eng Lit Core (Amer or Brit Lit req.)	3
PSY 123	Introduction to Psychology	3
TED 101	Freshman Seminar or	0
TED 102	Transfer Seminar	0

Second Semester		*Total Credits 15*
ENG	English Literature Core (any)	3
BIO/CHM/PHY	Natural Science Core (one sequence)	3
HIS/POL	Hist/Pol Sci Core (one seq.)	3
TED 111	Introduction to Education	3
TED 121	Educational Technology	3
TED 191	Freshman Field	0

Sophomore Year

First Semester *Total Credits 15*

SOC 101	Comparative Sociology	3
PHL 100	Introduction to Philosophy	3
MTH	Mathematics Bank I	3
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0

Second Semester *Total Credits 17*

RLS	Religious Studies	3
FA	Fine Arts Core	3
MTH	Mathematics Bank II (Statistics)	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester *Total Credits 18*

TED 381	Reading Methods I	3
TED 384	Math Methods I	3
TED 353	Curriculum/Elementary	1
TED 363	Methods/Elementary	2
TED 388	Methods/Language Arts	3
TED 389	Methods/Science	3
TED 394	Junior Field	0
TED 352	Curriculum/ECED	3

Second Semester *Total Credits 17*

TED 382	Reading Methods II	3
TED 385	Math Methods II	3
TED 386	Art Methods	1
TED 387	Music Methods	1
TED 373	Management/Elementary	1
TED 390	Methods/Social Studies	2
TED 391	Methods/Health	2
TED 362	Methods/ECED	3
TED 395	Junior Practicum	1

Senior Year

First Semester *Total Credits 15*

PHL	Philosophy Core	3
FA	Fine Arts	3
RLS	Religious Studies Core	3
TED 383	Reading Methods III	3
TED 360	Children's Literature	2
TED 443	Parent Conferencing	1
TED 401	Senior Seminar	0
TED 496	Senior Field	0

Second Semester *Total Credits 12*

TED 497	Student Teaching	12

Elementary Education Major, Elementary Education Certification

Elementary Education Certification
Degree BS, Elementary Education
Department Co-Chairs, Susan Tomascik, PhD and Molly Vitale, PhD

The elementary education (ELED) program has been continually refined to keep pace with developments in the field of education and to meet the ever-increasing standards of various professional and accrediting groups. The program is approved by the Pennsylvania Department of Education and leads to a teaching certificate valid in Pennsylvania (kindergarten through sixth grade) and transferable to many other states. Currently, Pennsylvania has signed an interstate agreement with 45 other states/jurisdictions.

Pre-service teachers in ELED must successfully complete the university's liberal arts core curriculum, a series of generic teacher education department (TED) courses and field experiences, and the courses and experiences required by at least on TED specialization (for example, elementary education).

ELED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semester, they must complete a 15-week student teaching assignment (two separate placements).

Students who successfully complete the ELED program are eligible for recommendation by the university to the Pennsylvania Department of Education for state teacher certification. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on PRAXIS I–The Preprofessional Skills Test and PRAXIS II–The National Teacher Examination, qualify graduates for an "Instructional I" certificate in elementary education. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

ELED majors may elect to complete the requirements for certification in early childhood education (ECED) and/or they may choose to declare a second TED major in special education (SPED). The additional coursework might require additional semesters, or at least summer study.

Elementary Education Certification Elementary Education BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
ENG 103	English Composition	3
BIO/CHM/PHY	Natural Science Core (one sequence)	3
HIS/POL	Hist/Pol Sci Core (one seq.)	3
ENG	Eng Lit Core (Amer or Brit Lit req.)	
PSY 123	Introduction to Psychology	3
TED 101	Freshman Seminar or	0
TED 102	Transfer Seminar	0

Second Semester		*Total Credits 15*
ENG	English Literature Core (any)	3
BIO/CHM/PHY	Natural Science Core (one sequence)	3
HIS/POL	Hist/Pol Sci Core (one seq.)	3
TED 111	Introduction to Education	3
TED 121	Educational Technology	3
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 15*
SOC 101	Comparative Sociology	3
PHL 100	Introduction to Philosophy	3
MTH	Mathematics Bank I	3
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 17*
RLS	Religious Studies	3
FA	Fine Arts Core	3
MTH	Mathematics Bank II (Statistics)	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 15*
TED 381	Reading Methods I	3
TED 384	Mathematics Methods I	3
TED 353	Curriculum/Elementary	1
TED 363	Methods/Elementary	2
TED 388	Methods/Language Arts	3
TED 389	Methods/Science	3
TED 394	Junior Field	0

Second Semester		*Total Credits 17*
TED 382	Reading Methods II	3
TED 385	Mathematics Methods II	3
TED 386	Art Methods	1
TED 387	Music Methods	1
TED 373	Management/Elementary	1
TED 390	Methods/Social Studies	2
TED 391	Methods/Health	2
TED 395	Junior Practicum	1
	Free Elective	3

Senior Year

First Semester		*Total Credits 15*
PHL	Philosophy Core	3
FA	Fine Arts	3
RLS	Religious Studies Core	3
TED 383	Reading Methods III	3
TED 360	Children's Literature	2
TED 443	Parent Conferencing	1
TED 401	Senior Seminar	0
TED 496	Senior Field	0

Second Semester		*Total Credits 12*
TED 497	Student Teaching	12

Special Education and Elementary Education Majors

Special Education and Elementary Education Certifications
Degree BS, Special Education
Department Co-Chairs Susan Tomascik, PhD and Molly Vitale, PhD

Students majoring in special education may also major in elementary education, thus earning two certifications. Doing so may take longer than the standard eight semesters.

Both certification programs are fully approved by the Pennsylvania Department of Education and lead to "Instructional I" teaching certifications (CBP-HD and ELED) honored in Pennsylvania and many other states.

SPED/ELED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semester they must complete a 15-week student teaching assignment (two separate placements for about seven weeks each). One placement is in elementary education and the other in special education.

Students who successfully complete the SPED/ELED program are eligible for recommendation by the university to the Pennsylvania Department of Education for two state teacher certifications. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on PRAXIS I and II, qualify graduates for two "Instructional I" certificates in special education and elementary education. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

Special Education BS Degree

Sequence of Required Courses

First Year

First Semester	*Total Credits 15*	
ENG 103	English Composition	3
BIO/CHM /PHY	Natural Science Core (one sequence)	3
HIS/POL	Hist/Pol Sci Core (one seq.)	
ENG	Core (Amer or Brit Lit req.)	3
PSY 123	Introduction to Psychology	3
TED 101	Freshman Seminar or	0
TED 102	Transfer Seminar	0

Second Semester	*Total Credits 15*	
ENG	English Literature Core (any)	3
BIO/CHM /PHY	Natural Science Core (one sequence)	3
HIS/POL	Hist/Pol Sci Core (one seq.)	3
TED 111	Introduction to Education	3
TED 121	Educational Technology	3
TED 191	Freshman Field	0

Sophomore Year

First Semester	*Total Credits 15*	
SOC 101	Comparative Sociology	3
PHL 100	Introduction to Philosophy	3
MTH	Mathematics Bank I	3
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0

Second Semester	*Total Credits 17*	
RLS	Religious Studies	3
FA	Fine Arts Core	3
MTH	Mathematics Bank II (Statistics)	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 19*
TED 381	Reading Methods I	3
TED 384	Math Methods I	3
TED 353	Curriculum/Elementary	1
TED 354	Curriculum/Special	1
TED 363	Methods/Elementary	2
TED 388	Methods/Language Arts	3
TED 389	Methods/Science	3
TED 342	Characteristics MPH	3
TED 394	Junior Field	0

Second Semester		*Total Credits 22*
TED 382	Reading Methods II	3
TED 385	Math Methods II	3
TED 390	Methods/Social Studies	2
TED 391	Methods/Health	2
TED 365	Methods/Learning Support	3
TED 373	Management/Elementary	1
TED 374	Management/Special	1
TED 375	Management/Support	1
TED 364	Methods/Life Skills	3
TED 386	Art Methods	1
TED 387	Music Methods	1
TED 395	Junior Practicum	1

Senior Year

First Semester		*Total Credits 17*
PHL	Philosophy Core	3
FA	Fine Arts	3
RLS	Religious Studies Core (any)	3
TED 383	Reading Methods III	3
TED 360	Children's Literature	2
TED 443	Parent Conferencing	1
TED 322	Assistive Technology	2
TED 401	Senior Seminar	0
TED 496	Senior Field	0

Second Semester		*Total Credits 12*
TED 497	Student Teaching	12

Biology Major, Secondary Education Certification

Secondary Education Certification
Degree BS, Biology
Department Chair Cosima Wiese, PhD

The secondary education program in biology (BIO/SECED) is designed to prepare junior high school and secondary school teachers of biology. Our BIO/SECED program has been continually refined to keep pace with developments in the profession. It is approved by the Pennsylvania Department of Education and leads to a teaching certificate valid in Pennsylvania (grades 7–12) and is transferable to many other states. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes.

Effectively, students majoring in BIO/SECED must complete two majors, one in teacher education and one in biology. Accordingly, they have two academic advisors who cooperate to keep students on track. Each semester, they must meet with both of their advisors.

Pre-service teachers in BIO/SECED must successfully complete the liberal arts core curriculum, a series of generic teacher education department (TED) courses and field experiences, the courses and experiences required by the SECED specialization, and a content area major in biology.

BIO/SECED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semester they must complete a 15-week student teaching assignment (two separate placements). All field experiences and teaching assignments are arranged by Misericordia University. Transportation to and from field experience and student-teaching assignments is the responsibility of the student.

Students who successfully complete the BIO/SECED program are eligible for recommendation by Misericordia University to the Pennsylvania Department of Education for state teacher certification. This recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on the National Teacher Examination, qualify graduates for an "Instructional I" certificate. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

Secondary Education Certification, Biology Major

Sequence of Required Courses

First Year

First Semester		*Total Credits 17*
CHM 133	Chemical Principles I	4
TED 101	Freshman Seminar	0
	or	
TED 102	Transfer Seminar	0
BIO 101	General Botany and Biological Principles	4
ENG	Eng Lit Core (Amer or Brit Lit req.)	3
MTH 151	Calculus	3
ENG 103	English Composition	3

Second Semester		*Total Credits 17*
TED 111	Introduction to Education	3
TED 121	Education Technology	3
TED 191	Freshman Field	0
BIO 102	General Zoology	4
CHM 134	Chemical Principles II	4
MTH 152	Calculus II	3

Sophomore Year

First Semester		*Total Credits 18*
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0
BIO 241	Genetics	4
BIO 251	Comparative Anatomy and Histology	4
CHM 243	Organic Chemistry	4

Second Semester		*Total Credits 19*
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0
BIO 243	General Microbiology	4
CHM 244	Organic Chemistry	4
ENG	English Literature Core	3

Junior Year

First Semester		*Total Credits 19*
TED 352	Curriculum in Secondary Educ.	1
TED 363	Methods In Secondary Educ.	2
TED 394	Junior Field	0
BIO 345	Developmental Biology	
	or	
BIO 435	Cell Biology	3
CHM 353	Biochemistry I	3
PHY 221	General Physics I	4
PSY 123	Introduction to Psychology	3
HIS	Core	3

Second Semester		*Total Credits 19*
TED 374	Classroom Manage. Second. Educ.	1
TED 395	Junior Practicum	1
BIO 346	General Physiology	4
PHY 222	General Physics II	4
FA	Core	3
HIS	Core	3
PHL 100	Introduction to Philosophy	3

Senior Year

First Semester		*Total Credits 17*
TED 443	Parent Conferencing	1
TED 401	Senior Seminar	0
TED 496	Senior Field	0
BIO 425	Ecology	4
PHL	Core	3
SOC 101	Comparative Sociology	3
RLS	Core	3
FA	Core	3

Second Semester		*Total Credits 12–15*
TED 497	Student Teaching	12
RLS	Core	3

Total required for graduation 141 credits

English Major, Secondary Education Certification

Secondary Education Certification
Degree BA, English
Department Chair Rebecca Steinberger, PhD

The secondary education program in English (ENG/SECED) is designed to prepare junior high school and secondary school teachers of English. Our ENG/SECED program has been continually refined to keep pace with developments in the profession. It is fully approved by the Pennsylvania Department of Education and leads to a teaching certificate valid in Pennsylvania (grades 7–12) and transferable to many other states. A unique aspect of the program is that it prepares teachers to deal effectively with students with disabilities who are likely to be included in their classes.

ENG/SECED majors have two advisors, one in teacher education and one in English. Each semester students must meet with both advisors. Pre-service teachers in ENG/SECED must successfully complete the university's liberal arts core curriculum, the major in English, and a series of generic teacher education department (TED) courses.

ENG/SECED majors must also satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During their final semester, students must complete a 15-week student teaching assignment (two separate placements). All field experiences and teaching assignments are arranged by the university. Transportation to and from field experience and student teaching assignments is the responsibility of the student.

Students who successfully complete the ENG/SECED program are eligible for recommendation by the university to the Pennsylvania Department of Education for state teacher certification. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on the national teacher examination, qualify graduates for an "Instructional I" certificate. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

Secondary Education Certification English BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
ENG	Core	3
HIS	Core	3
PSY 123	Intro to Psychology	3
PHL 100	Introduction to Philosophy	3
MTH	Mathematics Bank I	3
TED 101	Freshman Seminar or	
TED 102	Transfer Seminar	0
ENG 120	Theatre Production	1

Second Semester		*Total Credits 15*
ENG	Core	3
HIS	Core	3
MTH	Mathematics Bank II (Statistics)	3
TED 111	Introduction To Education	3
TED 121	Educational Technology	3
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 18*
FA	Core	3
SCI	Core	3
ENG 203	Advanced Expository Writing or	
ENG 341	Imaginative Writing	3
ENG 215	Shakespeare	3
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field	0

Second Semester		*Total Credits 17*
FA	Core	3
SCI	Core	3
ENG	300-level Lit Course	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Class Management	2

Junior Year

First Semester		*Total Credits 15*
HIS	Advanced History Elective	3
ENG	300-Level Lit Course	3
ENG	300-Level Lit Course	3
RLS	Core	3
TED 356	Curriculum in Secondary Ed	1
TED 367	Methods in Secondary Ed.	2
TED 394	Junior Field	0

Second Semester		*Total Credits 17*
HIS	Advanced History Elective	3
ENG	300-Level LitCourse	3
ENG 415	Selected Studies	3
PHL	Core	3
RLS	Core	3
TED 377	Class Mgmt./Secondary Ed	1
TED 395	Junior Practicum	1

Senior Year

First Semester		*Total Credits 13*
ENG	300-Level Literature Course	3
ENG 415	Selected Studies	3
ENG 318	Language Studies	3
TED 443	Parent Conference	1
TED 401	Senior Seminar	0
TED 496	Senior Field	0
SOC 101	Comp. Sociology or	3
BUS 207	Contemporary Economics	

Second Semester		*Total Credits 12–15*
TED 497	Student Teaching	12
ENG 420	Senior Seminar or	3
ENG 450	Senior Thesis	

Total required for graduation 123 credits

Chemistry Major, Secondary Education Certification

Secondary Education Certification
Degree BS, Chemistry
Department Chair Charles Saladino, Jr., PhD

The secondary education program in chemistry (CHM/SECED) is designed to prepare junior high school and secondary school teachers of chemistry. The CHM/SECED program has been continually refined to keep pace with developments in the profession. It is approved by the Pennsylvania Department of Education, and leads to a teaching certificate valid in Pennsylvania (grades 7–12) and transferable to many other states. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes.

Students majoring in CHM/SECED must meet requirements in both teacher education and in chemistry. Accordingly, they have two academic advisors who cooperate to keep students on track. Each semester students must meet with both of their advisors. Pre-service teachers in CHM/SECED must successfully complete the liberal arts core curriculum, a series of generic teacher education department (TED) courses and field experiences, the courses and experiences required by the SECED specialization, and a content area major in chemistry.

CHM/SECED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semester, they must complete a 15-week student-teaching assignment (two separate placements). All field experiences and teaching assignments are arranged by Misericordia University. Transportation to and from field experience and student teaching assignments is the responsibility of the student. Students who successfully complete the CHM/SECED program are eligible for recommendation by Misericordia University to the Pennsylvania Department of Education for state teacher certification. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on the National Teacher Examination, qualify graduates for an "Instructional I" certificate. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

Secondary Education Certification Chemistry BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 16*
CHM 133	Chemical Principles I	4
MTH 151	Analytic Geometry & Calculus I	3
TED 101	Freshman Seminar	0
or	TED 121	
TED 102	Transfer Seminar	0
ENG 103	English Composition	3
PHL	Philosophy Core	3
ENG	Eng Lit Core (Amer or Brit Lit req)	3

Second Semester		*Total Credits 16*
CHM 134	Chemical Principles II	4
MTH 152	Analytic Geometry & Calculus II	3
TED 111	Introduction to Education	3
	Educational Technology	3
TED 191	Freshman Field	0
ENG	English Literature Core	3

Summer	*Total Credits 3 or 6*
History Core	3 or 6

Sophomore Year

First Semester		*Total Credits 18*
CHM 243	Organic Chemistry I	4
PHY 221	Physics I	4
MTH 225	Analytic Geometry & Calculus III	4
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field	0

Second Semester		*Total Credits 19*
CHM 244	Organic Chemistry II	4
CHM 210	Descriptive Chemistry	3
PHY 222	Physics II	4
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 17*
CHM 355	Physical Chemistry I	4
CHM 350	Chemical Literature	1
CHM 353	Biochemistry I	3
TED 352	Curriculum, Secondary	1
TED 363	Methods, Secondary	2
RLS	Religious Studies Core	3
TED 394	Junior Field	0
FA	Fine Arts Core	3

Second Semester		*Total Credits 16*
CHM 356	Physical Chemistry II	4
CHM 411	Instrumental Analysis	3
CHM 412	Instrumental Lab I	1
TED 374	Classroom Management, Secondary	1
TED 395	Junior Practicum	1
PHL 100	Introduction to Philosophy	3
CHM 354	Biochemistry II	3

Senior Year

First Semester		*Total Credits 18*
CHM 410	Advanced Inorganic Chemistry	3
CHM 413	Instrumental Lab II	1
CHM 475	Chemistry Seminar	1
TED 443	Parent Conferencing	1
TED 401	Senior Seminar	0
TED 496	Senior Field	0
FA	Fine Arts Core	3
RLS	Religious Studies Core	3
PSY 123	Introduction to Psychology	3
ENG	Core	3

Second Semester		*Total Credits 12–15*
TED 497	Student Teaching	12
SOC 101	Comparative Sociology	3

Total required for graduation 132 credits

History Major, Secondary Education Certification

Secondary Education Certification
Degree BA, History
Department Chair David Wright, PhD

The secondary education certification in citizenship (CIT/SECED) is designed to prepare junior high school and secondary school teachers of history and the other social studies. The program emphasizes studies in history with a number of courses in political science, geography, sociology, and anthropology. The CIT/SECED program has been continually refined to keep pace with developments in the profession. Approved by the Pennsylvania Department of Education, it leads to a teaching certificate valid in Pennsylvania (grades 7–12) and transferable to many other states. A unique aspect of the program is that it prepares teachers to effectively work with students with disabilities who are likely to be included in their classes.

Effectively, students majoring in CIT/SECED must complete two majors, one in teacher education and one in history. Accordingly, they have two academic advisors who cooperate to keep them on track. Each semester, students must meet with both advisors.

Pre-service teachers in CIT/SECED must successfully complete the liberal arts core curriculum, a series of teacher education department (TED) courses and field experiences, the courses and experiences required by the SECED specialization, and a content area major in history.

CIT/SECED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semesters, they must complete a 15-week student teaching assignment, consisting of two separate placements. All field experiences and teaching assignments are arranged by the university. Transportation to and from field experience and student teaching assignments is the responsibility of the student.

Students who successfully complete the SOC/SECED program are eligible for recommendation by the university to the Pennsylvania Department of Education for state teacher certification. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on the national teacher examination, qualify graduates for an "Instructional I" certificate. Once certified in Pennsylvania, our graduates usually are able to become certified in other states..

Secondary Education Certification History BA Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
HIS 101	Western Civilization I	3
MTH	Mathematics Bank I	3
ENG 103	English Composition	3
PHL 100	Introduction to Philosophy	3
PSY 123	Introduction to Psychology	3
TED 101	Freshman Seminar or	0
TED 102	Transfer Seminar	0

Second Semester		*Total Credits 18*
HIS 102	Western Civilization II	3
MTH	Mathematics Bank II (Statistics)	3
ENG	English Lit Core (Amer or Brit Lit req.)	3
TED 111	Introduction to Education	3
TED 121	Introduction to Technology	3
TED 191	Freshman Field	0
FA	Fine Arts Core	3

Sophomore Year

First Semester		*Total Credits 18*
ENG	English Literature Core	3
SCI	Science Core	3
PHL	Philosophy Core	3
HIS 103	United States History I	3
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 17*
FA	Fine Arts Core	3
SCI	Science Core	3
HIS 104	United States History II	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 18*
HIS 405	Seminar on History	3
RLS	Core	3
TED 367	Methods in Secondary Ed.	2
TED 356	Curriculum in Secondary Ed.	1
POL 100	American National Govt.	3
BUS 207	Contemporary Economics	3
HIS	Advanced Elective	3
TED 394	Junior Field	0

Second Semester		*Total Credits 17*
HIS 491	Research Seminar	3
GEO 202	Cultural World Geography	3
TED 377	Classroom Mgmt. in Sec. Ed.	1
TED 395	Junior Practicum	1
POL 103	Global Politics	3
HIS/POL	Free Elective	3
ENG	Advanced Elective	3

Senior Year

First Semester		*Total Credits 17*
HIS	Advanced Elective	3
ENG	Advanced Elective	3
TED 443	Parent Conferencing	1
SOC 221	Cultural Minorities	3
HIS 210	History of England or Britain	3
RLS	Religion Core	3
TED 401	Senior Seminar	0
TED 496	Senior Field	0

Second Semester		*Total Credits 12–15*
TED 497	Student Teaching	12
HIS	Advanced Elective	3

Total required for graduation 131 credits

Mathematics Major, Secondary Education Certification

Secondary Education Certification
Degree BS or BA, Mathematics
Department Chair Patrick Touhey, PhD

The secondary education program in mathematics (MTH/SECED) is designed to prepare junior high school and secondary school teachers of mathematics. The MTH/SECED program has been continually refined to keep pace with developments in the profession. It is approved by the Pennsylvania Department of Education and leads to a teaching certificate valid in Pennsylvania (grades 7–12) and is transferable to many other states. A unique aspect of the program is that it prepares teachers to effectively deal with students with disabilities who are likely to be included in their classes.

Effectively, students majoring in MTH/SECED must complete two majors, one in teacher education and one in mathematics. Accordingly, students have two academic advisors who cooperate to keep students on track. Each semester they must meet with both of them. Pre-service teachers in MTH/SECED must successfully complete the liberal arts core curriculum, a series of generic teacher education department (TED) courses and field experiences, the courses and experiences required by the SECED specialization, and a content area major in mathematics.

MTH/SECED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semester, they must complete a 15-week student teaching assignment in two separate placements. All field experiences and teaching assignments are arranged by the university. Transportation to and from field experience and student teaching assignments is the responsibility of the student.

Students who successfully complete the MTH/SECED program are eligible for recommendation by the university to the Pennsylvania Department of Education for state teacher certification. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on the national teacher examination, qualify graduates for an “Instructional I” certificate. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

Secondary Education Certification Mathematics BA Degre

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
CPS 101	Intro. to Programming: C++	3
MTH 151	Calculus I	3
ENG 103	English Composition	3
ENG	Eng Lit Core (Am or Brit Lit req)	3
	Core	3
TED 101	Freshman Seminar or	0
TED 102	Transfer Seminar	0

Second Semester		*Total Credits 18*
CPS 121	Computer Programming	3
MTH 152	Calculus II	3
ENG	Eng Lit Core	3
	Core	3
TED 111	Introduction to Education	3
TED 121	Educational Technology	3
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 17*
MTH 225	Calculus III	4
MTH 244	Set Theory and Logic	3
PHY 221	General Physics I	4
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 18*
MTH 363	Abstract Algebra I	3
PHY 222	General Physics II	4
MTH 215	Statistics for Mathematicians	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 19*
MTH 364	Abstract Algebra II	3
MTH 241	Linear Algebra	3
MTH 200	Historical Perspective of Math.	3
	Core	3
	Core	3
TED 350	Curriculum in Secondary Educ.	1
TED 377	Class Mgmt. in Secondary Educ.	1
TED 367	Methods in Secondary Ed.	2
TED 394	Junior Field	0

Second Semester		*Total Credits 16*
MTH 341	Real Analysis I	3
MTH 242	Differential Equations	3
	Core	3
	Core	3
	Core	3
TED 395	Junior Practicum	1

Senior Year

First Semester		*Total Credits 16*
TED 443	Parent Conferencing	1
MTH 342	Real Analysis II	3
MTH 351	Geometry	3
	Free elective	3
	Core	3
	Core	3
TED 401	Senior Seminar	0
TED 496	Senior Field	0

Second Semester		*Total Credits 12–15*
TED 497	Student Teaching	12
	Free elective	3
	Free elective	3

Total required for graduation 131 credits

Special Education Major

Special Education Certification
(Cognitive, Behavior, Physical/Health Disabilities)
Degree BS, Special Education
Director Molly Vitale, PhD

The special education (SPED) program is designed to prepare teachers to work with individuals with cognitive, behavioral, and physical/health disabilities (that is, students who are mentally retarded, learning disabled, emotionally disturbed, physically handicapped, or multi-handicapped) between the ages of birth and 21. The program is fully approved by the Pennsylvania Department of Education and leads to an "Instructional I" teaching certificate (CBP-HD) recognized in Pennsylvania and many other states.

Pre-service teachers in SPED must successfully complete the liberal arts core curriculum, a series of generic teacher education department (TED) courses and field experiences, and the courses and experience required by the SPED specialization.

SPED majors must satisfactorily complete a series of field experiences that begin during the second semester of the first year and continue every semester until graduation. By graduation, our pre-service teachers will have spent at least 700 hours in community classrooms. During students' final semester they must complete a 15-week student teaching assignment (two separate placements).

Students who successfully complete the SPED program are eligible for recommendation by the university to the Pennsylvania Department of Education for a state teacher certification. The university's recommendation and the successful completion of other requirements established by the state, including meeting the pass scores specified by the state on PRAXIS I and II, qualify graduates for an “Instructional I” certificate. Once certified in Pennsylvania, our graduates usually have no difficulty becoming certified in other states.

SPED majors may choose to declare a second major in elementary education. SPED/ELED graduates would be eligible for certification in both elementary and special education.

Special Education Certification Special Education BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*
ENG 103	English Composition	3
PSY 123	Introduction to Psychology	3
ENG	Eng Lit Core (Amer or Brit Lit req.)	
BIO/CHM/ PHY	Natural Science Core	3
HIS/POL	History/Pol Sci. Core (one seq.)	3
TED 101	Freshman Seminar or	0
TED 102	Transfer Seminar	0

Second Semester		*Total Credits 15*
ENG	Eng Lit Core	3
BIO/CHM/ PHY	Natural Science Core	3
HIS/POL	History/Pol Sci Core (one seq.)	3
TED 111	Introduction to Education	3
TED 121	Educational Technology	3
TED 191	Freshman Field	0

Sophomore Year

First Semester		*Total Credits 15*
SOC 101	Comparative Sociology	3
PHL 100	Introduction to Philosophy	3
MTH	Mathematics Bank I	3
TED 231	Learning	3
TED 241	Development	3
TED 292	Sophomore Field I	0

Second Semester		*Total Credits 17*
RLS	Religious Studies Core	3
FA	Fine Arts Core	3
MTH	Mathematics Bank II (Statistics)	3
TED 251	Curriculum	3
TED 261	Teaching	3
TED 271	Classroom Management	2
TED 293	Sophomore Field II	0

Junior Year

First Semester		*Total Credits 16*
TED 381	Reading Methods I	3
TED 384	Math Methods I	3
TED 354	Curriculum/Special	1
TED 388	Methods/Language Arts	3
TED 389	Methods/Science	3
TED 342	Characteristics MPH	3
TED 394	Junior Field	0

Second Semester		*Total Credits 20*
TED 382	Reading Methods II	3
TED 385	Math Methods II	3
TED 390	Methods/Social Studies	2
TED 391	Methods/Health	2
TED 365	Methods/Learning Support	3
TED 373	Management/Elementary	1
TED 374	Management/Special	1
TED 375	Management/Support	1
TED 364	Methods/Life Skills	3
TED 395	Junior Practicum	1

Senior Year

First Semester		*Total Credits 17*	*Second Semester*		*Total Credits 12*
PHL	Philosophy Core	3	TED 497	Student Teaching	12
FA	Fine Arts Core	3			
RLS	Religious Studies Core	3			
TED 383	Reading Methods III	3			
TED 360	Children's Literature	2			
TED 443	Parent Conferencing	1			
TED 322	Assistive Technology	2			
TED 401	Senior Seminar	0			
TED 496	Senior Field	0			

General Education Course Descriptions (TED)

101 Freshman Seminar 0 credits

This non-credit seminar (which is conducted during the first third of the semester) introduces students who intend to major in teacher education (all majors) to the TED's curriculum and requirements.

102 Transfer Seminar 0 credits

This non-credit seminar (which is conducted during the first third of the semester) introduces transfer students who intend to major in teacher education (all majors) to the TED's curriculum and requirements.

111 Introduction to Education 3 credits

This introductory course introduces first-year students (all majors) to the foundations and structures of contemporary education. It surveys the historical, sociological, and philosophical issues and research that shaped education in America; reviews how America's schools are currently regulated and structured; and highlights the roles and responsibilities of contemporary classroom teachers. Additionally, the course introduces students to contemporary issues and trends in American education.

121 Educational Technology 3 credits

This first-year level course introduces students to educational technology. In addition to preparing students to select and use equipment and software, this course prepares students to effectively use technology as a teaching tool.

191 Freshman Field 0 credits

After completing TED 101 First-Year Seminar, students participate in this on-campus seminar (last two-thirds of the semester). It introduces students (all majors) to the purposes and expectations of the TED's field experience requirements. Faculty and guest presenters, including district administrators and classroom teachers, help students prepare to effectively participate in required field experiences. Students must "shadow" a teacher for an entire day.

231 Learning 3 credits

This sophomore-level course introduces students to contemporary learning theories, including those that explain atypical learning styles. In doing so, the course prepares students to use learning theories to explain and critique teaching and testing methods used with students at various stages of development. During this course students learn about and how to administer and use the results of formal standardized tests.

TED 231 and 241 should be taken during the same semester

241 Development 3 credits

This sophomore-level course introduces students (all majors) to factors that interact to govern how children and adolescents grow and develop. The processes and stages of growth and development are explored, including those that explain atypical growth and development experienced by exceptional children and adolescents.

TED 241 and TED 231 should be taken during the same semester

251 Curriculum 3 credits

This sophomore-level course introduces students (all majors) to the foundations, structures, and expectations of curriculum (including individualized education programs). In addition to explaining the purposes of curriculum, how curriculum is regulated, and how it is structured and stated, the course prepares students to develop and use curriculum to develop units and lesson plans. During this course students learn about and how to develop, administer, and use the results of informal tests.

Prerequisites: TED 231,TED 241
Note: TED 251 and TED 261 should be taken during the same semester

261 Teaching 3 credits

This sophomore-level course prepares students (all majors) to implement units and lessons that follow models for group-oriented direct instruction, in content areas. During this course, students prepare and present (to their classmates) a series of demonstration lessons. In addition, students learn how to establish classrooms and to conduct the many non-instructional duties that must be performed by classroom teachers. Materials and resources used by teachers are highlighted.

Prerequisites: TED 231,TED 241
Note: TED 251 and TED 261 should be taken during the same semester

271 Classroom Management 2 credits

This course introduces students (all majors) to the basic roles and responsibilities of classroom teachers as they relate to managing classrooms and behaviors. Students explore the challenges they are likely to face as classroom teachers, including those presented by students with disabilities, and prepare to understand and use a series of theory and research-based routines and techniques to manage students' behaviors across levels and settings.

292 Sophomore Field I 0 credits

This course introduces students (all majors) to the basic roles and responsibilities of classroom teachers as they relate to managing classrooms and behaviors. Students explore the challenges they are likely to face as classroom teachers, including those presented by students with disabilities, and prepare to understand and use a series of theory and research-based routines and techniques to manage students' behaviors across levels and settings.

293 Sophomore Field II — 0 credits

During the spring semester, sophomores are expected to spend approximately one half-day per week observing veteran classroom teachers and students in classroom situations. While participating in the experience, students must complete a series of projects.

ote: Only students formally admitted to the TED may take the following 300 and 400 level courses.

322 Assistive Technology — 2 credits

This course prepares SPED majors to identify and use adapted equipment and assistive devices in the classroom with students, including those which require computer assistance.

342 Characteristics MPH — 3 credits

This junior-level course prepares students to identify and explain the characteristics of students with profound to moderate mental and physical disabilities.

Prerequisite: TED 231

343 Autism — 1 credit

This junior-level course prepares students to identify and explain the characteristics of students with Pervasive Developmental disorders, specifically autism. Theories and research related to possible causes and current educational treatments are explored.

Prerequisite: TED 241

352 Curriculum in Early Childhood Education — 3 credits

This junior-level course prepares students to identify and explain the curriculum and setting demands of early childhood education (i.e., nursery schools, preschools, and kindergartens). National, state, and local standards are highlighted.

Prerequisites: TED 231, TED 241, TED 251, TED 261

353 Curriculum in Elementary Education — 1 credit

This junior-level course prepares students to identify and explain the curriculum and setting demands of elementary education (i.e., K–6). National, state, and local standards are highlighted.

Prerequisite: TED 251

354 Curriculum in Special Education — 1 credit

This junior-level course prepares students to identify and explain the purposes, curriculum, and demands which control special education, including those identified as life skills programs, academic support programs, and emotional support programs. National, state, and local standards are reviewed, including those suggested by the Council for Exceptional Children (CEC).

Prerequisite: TED 251

355 Curriculum in Middle Level Education — 1 credit

This junior-level course prepares MLED students to identify and explain the general curriculum and setting demands of middle level education (i.e., middle schools and junior high schools). In addition, MLED students thoroughly explore the curricula their content area certifications will allow them to teach. National, state, and local standards are highlighted, including those suggested by the National Middle Schools Association.

Prerequisite: TED 251

356 Curriculum in Secondary Education 1 credit

This junior-level course prepares SECED students to identify and explain the general curriculum and setting demands of secondary level education (i.e., high schools). In addition, MLED students thoroughly explore the curricula their content area certifications will allow them to teach. National, state, and local standards are highlighted.

Prerequisite: TED 251

360 Children's Literature 2 credits

Curriculum topics in elementary literature are explored. Uses of children's literature and storytelling techniques are developed. Additionally, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities.

362 Methods in Early Childhood Education 3 credits

This junior-level course prepares ECED students to identify/develop and use a variety of materials and methods (including educational technology) unique to early childhood education (i.e., nursery schools, preschools, and kindergartens, including those which include students with disabilities). During the course, students are required to develop and present demonstration lessons to their classmates, including lessons which integrate content and technology.

Prerequisites: TED 231, TED 241, TED 261, TED 352

363 Methods in Elementary Education 2 credits

This junior-level course prepares ELED students to identify/develop and use a variety of materials and methods (including educational technology) unique to elementary education (i.e., first through sixth grades, including those which include students with disabilities). During the course, students are required to develop and present demonstration lessons to their classmates, including lessons which integrate content and technology.

Prerequisites: TED 251, TED 353

364 Methods in Special Education Skills 3 credits

This junior-level course prepares SPED students to identify/develop and use a variety of materials and methods (including educational technology) unique to life skills programs (i.e., primary, elementary, intermediate, and secondary programs for students with profound to moderate mental and physical disabilities). During the course, students are required to develop and present demonstration lessons to their classmates, including lessons which integrate content and technology.

Prerequisites: TED 261, TED 354

365 Methods in Special Education/Learning Support 3 credits

This junior-level course prepares SPED students to identify/develop and use a variety of materials and methods (including educational technology) unique to learning and emotional support programs (i.e., primary, elementary, intermediate, and secondary programs for students with learning and emotional disabilities in academic areas). During the course, students are required to develop and present demonstration lessons to their classmates, including lessons which integrate content and technology.

Prerequisite: TED 261

366 Methods in Middle Level Education 2 credits

This junior-level course prepares MLED students to identify/develop and use a variety of materials and methods (including educational technology) unique to middle level education (i.e., middle schools and junior high schools, including those which include students with disabilities). During the course, students are required to develop and present demonstration lessons to their classmates, including lessons which integrate content and technology.

Prerequisite: TED 261

367 Methods in Secondary Education 2 credits

This junior-level course prepares SECED students to identify/develop and use a variety of materials and methods (including educational technology) unique to secondary education (i.e., high schools, including those which include students with disabilities). During the course, students are required to develop and present demonstration lessons to their classmates, including lessons which integrate content and technology.

Prerequisite: TED 261

373 Classroom Management in Elementary Education 1 credit

This junior-level course identifies the classroom management challenges unique to elementary classrooms. It identifies a series of routines and techniques, which might be used by teachers in elementary classrooms.

Prerequisite: TED 271

374 Classroom Management in Special Education 1 credit

This junior-level course identifies the classroom management challenges unique to learning support classrooms. It identifies a series of routines and techniques, which might be used by teachers in elementary classrooms. This junior-level course identifies a series of routines and techniques, which might be used by teachers in life skills support programs.

Prerequisite: TED 271

375 Classroom Management in Emotional Support 1 credit

This junior-level course identifies the classroom management challenges unique to special education programs. It identifies a series of routines and techniques, which might be used by teachers in programs that serve students with severe behavior problems, including those in learning support and emotional support programs. The role of the consultant/support teacher is identified.

Prerequisite: TED 271

376 Classroom Management in Middle Level Education 1 credit

This junior-level course identifies the classroom management challenges unique to middle level classrooms. It identifies a series of routines and techniques, which might be used by teachers in middle level classrooms.

Prerequisite: TED 271

377 Classroom Management in Secondary Education 1 credit

This junior-level course identifies the classroom management challenges unique to secondary classrooms. It identifies a series of routines and techniques, which might be used by teachers in high school classrooms.

Prerequisite: TED 271

381 Reading Methods I 3 credits

This course prepares students (ECED, ELED, and SPED) to understand the expectations of a developmental reading curriculum and to use methods and materials to teach groups of students to develop reading skills. During the course, students are required to develop and present demonstration lessons to their classmates. Topics include principles and goals of reading, emergent literacy, and phonemic awareness.

Prerequisite: TED 251

382 Reading Methods II 3 credits

This course prepares students (ECED, ELED, and SPED) to adapt and enhance methods and materials to teach reading skills to allow groups and/or individuals multiple pathways to learning. Additionally, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities. During the course, students are required to tutor a student in reading. Topics include word recognition, prior knowledge and vocabulary.

Prerequisite: TED 381

383 Reading Methods III 3 credits

This course provides pre-service teachers (ECED, ELED, and SPED) with an opportunity to work intensely under the direction of veteran reading teachers in a tutoring setting. During the internship, students plan and implement individualized teaching/learning activities. Topics include assessment, comprehension, and instructional strategies.

Prerequisites: TED 381, TED 382

384 Math Methods I 3 credits

This course prepares students (ECED, ELED, MLED, and SPED) to understand the expectations of developmental elementary math curriculum and to use the methods and materials commonly used to teach children to develop math competencies. During the course, students are required to develop and present demonstration lessons to their classmates and to tutor a student in mathematics.

Prerequisite: TED 261

385 Math Methods II 3 credits

This course prepares students (ECED, ELED, MLED, and SPED) to adapt and enhance methods and materials to teach mathematics to allow groups and/or individuals multiple pathways to learning. Additionally, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities. During the course, students are required to tutor a student in mathematics.

Prerequisite: TED 261

386 Art Methods 1 credit

This junior-level course prepares ECED and ELED students to use visual arts to teach content skills. During the course, students are required to develop and present demonstration lessons to their classmates.

Prerequisites: TED 261, TED 352

387 Music Methods 1 credit

This junior-level course prepares ECED and ELED students to use the music and drama to teach content skills. During the course, students are required to develop and present demonstration lessons to their classmates.

Prerequisites: TED 261, TED 352

388 Language Arts Methods 3 credits

Prepares students to provide instruction for elementary students in the language arts. The primary focus is to familiarize students with state standards, current trends, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. Emphasis is given to the teaching of handwriting, the writing process, composition and grammar, spelling, listening skills, and speaking skills. During this course, students prepare to use a series of specialized methods and materials designed to teach students with a typical learning styles, including those with disabilities.

389 Science Methods 3 credits

Prepares students to provide instruction for elementary students in science. The primary focus is to familiarize students with state standards, current trends, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities.

390 Social Studies Methods 2 credits

Prepares students to provide instruction for elementary students in social studies. The primary focus is to familiarize students with state standards, current trends, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities.

391 Health Methods 2 credits

Prepares students to provide instruction for elementary students in health and physical education. The primary focus is to familiarize students with state standards, current trends, curriculum, methods, materials, and assessment measures used to implement effective teaching and learning. During this course, students will be given the opportunity to become certified in various areas (e.g., CPR, etc.). Additionally, students prepare to use a series of specialized methods and materials designed to teach students with atypical learning styles, including those with disabilities.

394 Junior Field 0 credits

During the semester they are not enrolled in Junior Practicum (TD 395), juniors are expected to spend approximately one half-day per week assisting veteran classroom teachers and students in classroom situations, paying special attention to classroom management issues. While participating in the experience, students must complete a series of projects.

395 Junior Practicum 1 credit

This junior-level field experience provides students (all majors) with a structured opportunity to function as teachers. Students spend approximately one day each week for an entire semester serving as teachers-in-training in selected community classrooms. During the practicum, students must plan, implement, and assess a unit of instruction and a series of related lessons with actual students. Their work is supervised and critiqued by a master teacher and a university supervisor.

401 Senior Seminar 0 credits

This semester-long seminar prepares students (all majors) to participate in the national teachers examination and other high stakes assessments used in teacher certification. It also helps students identify and negotiate the processes and procedures they must complete to become certified in Pennsylvania and in other states. The seminar prepares students to identify open teaching positions, prepare applications and presentation portfolios, interview for teaching positions, and plan and present demonstration lessons.

443 Parent Conferencing 1 credit

This senior-level course prepares students (all majors) to plan and conduct parent conferences and to participate in meetings, such as those conducted by planning teams for IEPs. It emphasizes ways to develop partnerships and cooperation with parents and families. Students prepare to develop written educational reports.

445 Independent Study Variable credits

This course provides students with the opportunity to work independently with the TED faculty to explore specific topics in education.

480 Special Topics Variable credits

Topics vary from semester to semester and will be announced with pre-registration information.

496 Senior Field 0 credits

During the semester they are not enrolled in Student Teaching (TED 497), seniors are expected to independently propose and then complete a series of activities. The activities might be completed in specially selected community classrooms or in related settings (e.g., a group home, a tutorial setting, a business or industry, etc.). Students majoring in SECED/Biology or SECED/CHE must complete their senior field on campus assisting professors in lab classes.

497 Student Teaching 12 credits

The culminating activity of the university's TED places students (all majors) in classroom situations where they complete their development as teachers by demonstrating their abilities to fully function as classroom teachers. TED students spend the first half of the student-teaching semester in one setting and the second half in another. In each placement, student teachers work under the guidance and supervision of master teachers and university supervisors.

Other Academic Majors

Health Science Major

College of Health Sciences
Degree BS, Health Science

Occupational therapy, physical therapy, and speech-language pathology offer five-year, entry-level masters' programs. Students completing these curricula will receive the bachelor of science degree in health science concurrently with the professional master's degree. This degree is not awarded independent of the professional master's. Students who do not complete the requirements for an entry-level master's may be eligible for the professional studies bachelor of science degree.

Interdisciplinary Studies Major

College of Arts and Sciences
Student-designed Major
Degree BA or BS, Interdisciplinary Studies
For information contact John J. Curtis, DMA

This degree is available to students who have an interest in designing their own major program of study under the mentorship of an assigned faculty advisor. Courses can be selected across program lines and among several cooperating higher educational institutions. Independent study opportunities can be designed between students and interested faculty; guided internships can also be arranged. Each student must develop a major specialization (at least 30 credits of upper-level courses) and a minor specialization (at least 15 credits). These specializations may include courses from a variety of traditional programs and from any of the cooperating institutions. The specific designation for each specialization will be mutually determined by the student and the department chair.

Interdisciplinary Studies BA or BS Degree

Sequence of Required Courses

First Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
	Foreign Language I	3		Foreign Language II	3

Sophomore Year

First Semester		*Total Credits 15*	*Second Semester*		*Total Credits 15*
	Core	3		Core	3
	Core	3		Core	3
	Core	3		Core	3
MAJOR	Specialization	6	MAJOR	Specialization	6

Junior Year

First Semester		*Total Credits 15*
MAJOR	Specialization	6
MINOR	Specialization	3
	Core	3
	Elective	3

Second Semester		*Total Credits 15*
MAJOR	Specialization	6
MINOR	Specialization	3
	Core	3
	Elective	3

Senior Year

First Semester		*Total Credits 15*
MAJOR	Specialization	3
MINOR	Specialization	6
	Free elective	6

Second Semester		*Total Credits 15*
MAJOR	Specialization	3
MINOR	Specialization	3
	Free elective	3
	Free elective	6

Total required for graduation 120 credits

Professional Studies Major

College of Professional Studies and Social Sciences
Degree BS or BA, Professional Studies
For information contact James Calderone, EdD

The professional studies program was created to provide the opportunity for students who have previous or university credits in career oriented programs to earn a bachelor's degree through additional study at Misericordia University.

Professional course credits completed in prior study can be combined with additional credits and will qualify the candidate for the bachelor's degree. The degree obtained may be a bachelor of science or a bachelor of arts, each with a major in professional studies, depending on the courses completed.

Individual programs of study are designed by the student with the assistance of the program director.

At least 30 credits must be earned in upper-level courses. In addition, at least 30 credits must be earned at Misericordia University. These two requirements may be satisfied by the same 30 credits. Completion of the core curriculum is required either directly or by reasonable substitute as prescribed by the Registrar in the course of transcript selection. Continuation as a professional studies major requires a 2.0 average.

Total required for graduation 120 credits

Minors

Accounting Minor

College of Professional Studies and Social Sciences
For information contact Fred Croop, MBA, CMA, CPA

The accounting minor provides a strong analytical base for almost any major. With the increased concentration in accounting computerized systems, computer science majors will find this minor attractive.

Course Sequence

ACC 101	Principles of Accounting I	3
ACC 340	Intermediate Accounting I	3
ACC 341	Intermediate Accounting II	3
ACC 342	Intermediate Accounting III	3

Select two courses from the following:

ACC 310	Cost Accounting	3
ACC 311	Managerial Accounting	3
ACC 345	Advanced Financial Accounting I	3
ACC 401	Taxes	3
ACC 402	Taxes II	3
ACC 410	Auditing	3

Total 18 credits

See Accounting Course Descriptions, page 68.

Addictions Counseling Minor

College of Professional Studies and Social Sciences
Degree may be taken in support of several degrees

For information contact Dennis Fisher, M.S.W.

The addictions counseling certificate program is designed to prepare graduates to work with the myriad of problems associated with chemical addictions. Substance abuse and addictions are among America's most devastating and pervasive social ills. Addiction respects neither age nor socioeconomic status and impacts on individuals, employers, families, and friends as well as the interrelationships of our most basic societal institutions. Its effects are also visible within many other social problems including crime, delinquency, and family violence.

A certificate in addictions counseling requires completion of a total of 15 credits in addictions coursework. Social work majors who are pursuing the certificate will complete the field practicum elective as part of their required coursework for the BSW degree. All other students will have the option of taking an additional 3-credit course in addictions in lieu of the field practicum. Graduates of the program will find the certificate beneficial in marketing themselves to potential employers in settings serving the chemically addicted. Completion of the certificate requirements alone, however, does not make one a certified addictions counselor (CAC).

All courses are CAC-approved for 25 hours of required instruction for certified addictions counselors who are seeking re-certification. In addition, courses may be applied toward fulfillment of instructional requirements for the initial CAC certification. As of January 1, 1997, anyone applying for counseling or prevention certification in Pennsylvania must have a minimum of a bachelor's degree. Completion of this certificate program does not equate to certification.

Students seeking a certificate must complete an application for admission and notify the director of certificate programs by April 1 or November 1 of the semester in which all course requirements will be completed.

Sequence of Required Courses

Required courses		
ADC 222	Drug Pharmacology	3
ADC 337	Substance Abuse Treatment Methods	3
ADC 340	Alcoholism	3
Select 2 courses		
ADC 333	Substance Abuse in the Adolescent Population	3
ADC 335	Substance Abuse in Special Populations	3
ADC 339	Substance Abuse and Criminality	3
ADC 341	Substance Abuse and the Aged	3
	Approved Field Practicum	3

Addictions Counseling Course Descriptions (ADC)

222 Drug Pharmacology 3 credits

A comprehensive understanding of drug pharmacology and its effect on the user. The course will include examination of such topics as classifications of drugs, synergistic effects of drugs on the body, drug tolerance and dependence, and the over-the-counter pharmaceutical industry.

Fall

333 Substance Abuse in the Adolescent Population 3 credits

A study of the special problems of the adolescent substance abuser. Correlates that add impetus to the progression of the problem will be examined. Emphasis will be on early identification and detection as key components in initiating intervention strategies.

Fall

335 Substance Abuse in Special Populations 3 credits

A multi-faceted look at the myriad of special populations affected by substance abuse. Emphasis will be on cross-cultural influences and the role they play in contributing to substance abuse.

Prerequisite: ADC/SWK 340 or permission of program director. Spring

337 Substance Abuse Treatment Methods 3 credits

An examination and critique of the many treatment resources and methods that have been developed during the last twenty years. Discussion will include but not be limited to such treatment methods as psychotherapy with individuals and groups, drug therapy, family and network therapy, detoxification, and behavioral therapy.

Prerequisite: ADC/SWK 340 or permission of program director. Spring

339 Substance Abuse and Criminality 3 credits

An examination of the correlation between substance abuse and criminality. This course will analyze the theoretical models of the substance abuse/crime relationship and its societal implications. Topics to be explored will include drugs and street crime, DUI, interdiction strategies, urinalysis testing, and substance abuse and family violence.

Fall

340 Alcoholism 3 credits

An introduction to the diagnosis and treatment of alcoholism. Emphasis is placed on contemporary beliefs and attitudes toward alcohol, effects upon the family and implications for treatment.

Fall/Spring

341 Substance Abuse and the Aged 3 credits

Focuses on the use patterns, diagnosis, and treatment methods specific to the aged substance abuser. Issues examined will include misuse and abuse of prescription drugs, behavior and risk factors, factors related to underdiagnosis, and relationship to depression and suicide.

Spring

Biology Minor

College of Arts and Sciences

For information contact Cosima Wiese, PhD

The minor in biology may be pursued by any student with an interest in the natural sciences. The 19–20 credit curriculum offers a broad background in the origin, growth, structure, and reproduction of living matter in its various forms.

Minors are focused programs of study, which involve specific clusters of courses around a general area of study. They are not associated with any particular degree program and are open to all interested students.

Course Sequence

BIO 101	General Botany and Biological Principles	4
BIO 102	Zoology	4
BIO 251	Comparative Anatomy and Histology	4
BIO 241	Genetics	4

Select one course from the following:

BIO 345	Developmental Biology	3
BIO 243	General Microbiology	4
BIO 346	General Physiology	4

Total 19–20 credits

Note: Check Course Descriptions for prerequisites.

See Biology Course Descriptions, page 75.

Chemistry Minor

College of Arts and Sciences
For information contact Charles Saladino, PhD

The Chemistry minor is most often selected by biology majors, but is appropriate for any student with an interest in the physical sciences. Majors in business, English or pre-law, for example, may find a background in chemistry useful in such specialties as patent law or scientific journalism.

Course Sequence

CHM 133	Chemical Principles I	4
CHM 134	Chemical Principles II	4
CHM 243	Organic Chemistry I	4
CHM 244	Organic Chemistry II	4
	Chemistry Elective	3 or 4 credits

Total 19–20 credits

See Chemistry Minor Course Descriptions, page 88.

Child Welfare Services Minor

College of Professional Studies and Social Sciences
Degree may be taken in support of several degrees

For information contact Dennis Fisher, MSW

The child welfare services certificate program is most directly associated with a major in one of the helping professions. However, the certificate can be earned independently of a bachelor's degree.

Child welfare specialists handle the problems of abused, neglected, and abandoned children or those whose behavior has brought them to the attention of the courts. This type of work is demanding and requires highly trained and dedicated professionals for whom children and their families are of paramount importance.

A certificate in child welfare services involves completion of a total of 15 credits in child welfare and related coursework. Social work majors who are pursuing the certificate will complete the field practicum elective as part of their required coursework for the BSW degree. Note: Completion of this certificate program does not equate to certification.

Students seeking a certificate must complete an application for admission and notify the director of certificate programs by April 1 or November 1 of the semester in which all course requirements will be completed.

Sequence of Required Courses

SOC 321	The Family	3
CWS 363	Child Welfare Services	3
CWS 392	Child Abuse and Neglect	3

Two additional courses selected from the following:

PSY 275	Child and Adolescent Psychology	3
CWS 355	Sexuality in Childhood and Adolescence	3
CWS 356	Developing Cultural Competence in Children and Families	3
CWS 393	Child Welfare Laws	3
CWS 395	Foster, Residential, and Adoptive Care	3
Approved field practicum		3

Total required for graduation 15 credits

Child Welfare Services Course Descriptions (CDW)

355 Sexuality in Childhood and Adolescence 3 credits

Overview of the emerging sexual self from early childhood through adolescence. Examination of one's own sexual values and their relationship to acceptance of diversified sexual behaviors and lifestyles.

Fall

356 Developing Cultural Competence with Children and Families 3 credits

Examination of issues involved in working with children and families from diverse cultural, ethnic, and language groups. Emphasis on awareness and understanding of one's own cultural background, values, and beliefs, and their implications for developing intercultural effectiveness while working with others.

Spring

363 Child Welfare Services 3 credits

Introduction to the policies and services that comprise the child welfare system in the community. Examination of supportive and substitute services, worker roles and activities, and service effectiveness.

Fall

392 Child Abuse and Neglect 3 credits

A practice-oriented course for students who intend to work in a protective service role and/or in settings that necessitate an understanding of child maltreatment. Abuse and neglect causes, legal sanctions for intervention, treatment approaches, case planning, and service.

Fall

393 Child Welfare Law 3 credits

Examination of the laws that child welfare workers rely on to promote the rights of families and children. State and local laws that provide services to families and children, legal resources for offenders, child welfare service provision in specific areas, e.g., adoption.

Prerequisite: CWS 363 or permission of instructor. Spring

395 Foster, Residential, and Adoptive Care 3 credits

Assessment, case planning, and the provision of services in foster care, in residential facilities and for child adoption.

Prerequisite: Permission of instructor. Alternate years

Communications Minor

College of Arts and Sciences
For information contact Richard Crew, PhD

The communications minor presents students with different media experiences across several media platforms as well as methods for the critical evaluation of media products. Students have a variety of courses to choose from in print and electronic media. The minor is particularly appropriate for majors in english, business, marketing, education, or sport management. However, it is open to any student with an interest in media, journalism, or public relations. Business, marketing, or sport management majors may use BUS 107 to substitute for the COM 101 requirement; however, COM 101 may not then be chosen as a COM elective for the minor.

Required Courses:

COM 101	Human Communication	3
COM 306	Media Criticism	3

Plus, 12 credits selected from among the other communication's courses.

A total of 18 credits are required to earn a minor in communications.

See Communications Course Descriptions, page 97.

Computer Science Minor

College of Arts and Sciences
For information contact Patricia Lapczynski, RSM DPS

In today's electronic world, a background in computer science is a highly marketable asset. The computer science minor may supplement a major in any other field, depending on the student's interests and career objectives. Business, education, mathematics, and social work majors frequently follow the minor in computer science.

Course Sequence

CPS 101	Introduction to Programming	3
CPS 121	Computer Programming	3

Select two courses from the following:

CPS 221	Computer Systems	3
CPS 222	Computer Organization	3
CPS 231	File Processing	3
Plus	Additional credits in approved upper-division Computer Science courses	6

Total 18 credits

See Computer science minor course descriptions, page 101.

English Minor

College of Arts and Sciences
For information contact Rebecca Steinberger, PhD

The English minor is designed for students who enjoy literature and who wish to develop further their critical reading, thinking, and writing skills, as a preparation for professional life or for personal satisfaction and development.

Course Sequence

ENG	Core	6
Choose either		
ENG 203	Advanced Expository Writing or	
ENG 341	Imaginative Writing	3
ENG 215	Shakespeare	3
Choose any two 300-level or 400-level Literature courses		6

Total 18 credits

See English Minor Course Descriptions, page 107.

Ethics Minor

College of Arts and Sciences
For information contact Matthew Swanson, PhD

As part of the consortial relationship between King's College and Misericordia University, the ethics minor is a program offered jointly by both institutions. In addition to courses in philosophy and theology, the 18-credit ethics minor contains a significant service-learning component. Sixty units (hours) of service-learning approved by the faculty advisor is required for completion of the minor.

Course Sequence

RLS 106	Theology and Human Experience (at Misericordia)
Core 260	Christian Ethics (at King's)
PHL 102	Introduction to Ethics (at Misericordia) or Core 286 Introduction to Philosophical Ethics (at King's)

Phil/Theo 470 Ethics and Values Seminar (at King's)

Total 12 credits

Electives: 6 credits from among the courses listed below.

King's College:

Theo 331	Christian Ethics
Theo 335	Christian Environmental Ethics
Core 282	Environmental Ethics
Core 287	Ethics, Business, and Society
Core 288	Bioethics

Misericordia University:

PHL 210	Philosophy of Person
PHL 223	Social Ethics
PHL 270	Social and Political Philosophy
PHL 310	Medical Ethics
PHL 440	Economics of Freedom and Justice
PHL 202	Environmental Ethics

See Philosophy Course Descriptions, page 195.

Gerontology Minor

College of Professional Studies and Social Sciences
Degree may be taken in support of several degrees
For information contact Dennis Fisher, MSW

Gerontology is the study of aging, a normal process in the human lifespan. The rapid development and expansion of programs and services for elderly persons in America, and the anticipated increase in the number of persons living to old age, have escalated the demand for professionals trained to work in the field of aging.

The gerontology program prepares graduates for positions in agencies and institutions that administer health and community-based services for the aged. Career opportunities exist in nursing homes, hospitals, senior citizen centers, area agencies on aging, nutrition programs, rehabilitation centers, social welfare agencies, and other organizations. The program also enhances the knowledge and skills of individuals currently involved in the provision of such services.

The gerontology certificate program is offered to students who are not pursuing a degree at Misericordia University. These individuals may take the gerontology course of study by itself, or in conjunction with other continuing education courses.

In addition, the College of Professional Studies and Social Sciences offers a specialization in gerontology for students pursuing related courses of study . A minimum of 15 credits is necessary to complete requirements for a gerontology certificate, specialization, or minor.

Students seeking a certificate must complete an application for admission and notify the director of certificate programs by April 1 or November 1 of the semester in which all course requirements will be completed.

Sequence of Required Courses Total Credits 15

GER 241	Introduction to Social Gerontology	3
GER 375	Aging Policies and Programs	3

Select three courses from the following:

GER 277	Adult Development and Aging	3
GER 341	Substance Abuse and the Aged	3
GER 358	Counseling the Older Adult	3
GER 365	Alzheimers Disease	3
GER 370	Remotivation Therapy	3
GER 392	Seminar	3
GER 410	Adult Protective Services	3
GER 470	Practicum	3
GER 413	Gerontology Co-op Education	3
GER 480	Independent Study	3

Gerontology Course Descriptions (GER)

241 Introduction to Social Gerontology 3 credits

Introduction to the study of aging as just one of many normal life processes in contemporary culture. Issues discussed include the biological, psychological, and sociological aspects of aging and the implications of those aspects. GER 241 is a prerequisite for all other gerontology courses.

Fall/Spring

277 Adult Development and Aging 3 credits

This course provides an overview of adult development from early adulthood through death and focuses on both normative changes and individual differences. Topics discussed include biological changes, changes in health and health habits, cognitive and intellectual changes, sex roles and family roles, work and work roles, development of relationships, changes in personality and motive, mental health and psychopathology, and death and dying. Developmental theories, models, and research methods will also be discussed.

Prerequisite: PSY 123. Fall/Spring

341 Substance Abuse and the Aged 3 credits

Focuses on the use patterns, diagnosis, and treatment methods specific to the aged substance abuser. Issues examined will include misuse and abuse of prescription drugs, behavior and risk factors, factors related to underdiagnosis, and relationship to depression and suicide.

Spring

358 Counseling the Older Adult 1-3 credits

The effective use of individual and group counseling techniques for older persons with emotional or social difficulties in adjusting to the aging process.

Alternate years

365 Alzheimers Disease 3 credits

Exploration of the many facets of Alzheimers Disease and other dementias. Assessment, intervention, and psychosocial implications of treatment for patients, families, and caregivers.

Spring

370 Remotivation Therapy 3 credits

Development of a group therapy approach applicable to varied populations including children, young adult, aged, and special needs. Emphasis on learning and practicing techniques to motivate and prepare these populations for more advanced group therapies

Fall

375 Aging Policies and Programs 3 credits

The historical development and current implementation of social policies for the aging. Discussion of policies affecting income, health care, social services, and volunteerism.

Spring

392/393 Seminar 3 credits each

In-depth study of a special topic or area of interest. Small group discussion format for advanced students.

(On demand)

410 Adult Protective Services 3 credits

Examination of the needs and potentialities of the most vulnerable and frail of the nation's elderly population. Study of the philosophy and delivery of protective services for the elderly.

(On demand)

413 Gerontology Cooperative Education 3 credits

Academic study combined with work experience in the community.

(On demand)

470	Practicum	3 credits

Work experience in a selected agency, which provides services to the aged. Practicum supervised by an agency representative; education directed by faculty. Direct service to clients. (On demand)

480	Independent Study	1-3 credits

Special investigation of a selected topic. (On demand)

Health Care Informatics Minor

College of Professional Studies and Social Sciences
For information contact Fred Croop, MBA, CMA, CPA

The minor in health care informatics provides a strong, generalist foundation in this rapidly developing science. This minor is designed to prepare students for entry into the health care informatics field and to enhance career advancement opportunities. The course sequence emphasizes a strong, basic background in information technology and provides students with the requisite skills needed to prepare them to work with health care informatics applications such as use of the electronic health record and telehealth. Students who complete the health care informatics minor will be prepared to analyze, design and implement technology systems within a health care organization. The sequence may also be taken as a certificate.

Course Sequence

MIS 110	Introduction to Information Systems	3
MIS 200	Systems Analysis, Design, and Implementation	3
MIS 432	Database Management	3
HP 110	Introduction to Health Care Informatics	3
HP 120	Current Issues and Trends in Health Care Informatics	2
HP 230	Health Care Informatics Internship	1
Total 15 credits		

Health Care Informatics Course Descriptions (HP)

110	Introduction to Health Care Informatics	3 credits

A comprehensive overview of the emerging field of health care informatics. Students will examine the impact of informatics on health care delivery systems. The use of informatics in health care professions practice, education, research and administration will be explored.

120	Current Issues and Trends in Health Care Informatics Practice	2 credits

A comprehensive overview of the emerging field of health care informatics. Students will examine the impact of informatics on health care delivery systems. The use of informatics in health care professions practice, education, research and administration will be explored.

Prerequisite: HP 110, MIS 110

230	Health Care Informatics Internship	1 credit

Students work as team members on comprehensive projects with health care technology industry advisors and program faculty. Requires course faculty approval.

Prerequisite: MIS 200, MIS 432, HP 120

See Management Information Systems Course Descriptions, page 127.

History Minor

College of Arts and Sciences
For information contact David Wright, PhD

The study of history enables students to gain an understanding of human motivation and action, as well as to acquire valuable skills. The history minor may be taken in conjunction with any degree program to broaden one's perspective, develop critical judgement, cultivate the ability to reason, and foster intellectual growth.

Course Sequence

HIS 101C	History of Western Civilization I	3
HIS 102M	History of Western Civilization II	3
HIS 103M	United States Survey to 1900	3
HIS 104G	United States Survey Since 1900	3

Plus 6 credits of Advanced History Electives
Total 18 credits

See History Course Descriptions, page 122.

Management Minor

College of Professional Studies and Social Sciences
For information contact Fred J. Croop, MBA, CMA, CPA

An understanding of management styles and techniques can benefit anyone who will be involved in organizational life. Opportunities and advancement in one's chosen field often will be enhanced by documented study of the skills required for success. This minor is well suited to individuals in any area of endeavor.

Course Sequence

ACC 101	Principles of Accounting I	3
BUS 207	Contemporary Economics	3
BUS 208	Principles of Management	3
BUS 269	Principles of Marketing	3
BUS 306	Organizational Behavior	3

Select one course from the following:

ACC 311	Managerial Accounting	3
BUS 360	Management of Human Resources	3
BUS 420	Small Business Management	3
BUS 415	International Business	3

Total 18 credits

See Accounting Course Descriptions, page 68; Business Course Descriptions, page 82.

Management Information Systems Minor

College of Professional Studies and Social Sciences
For information contact Patricia Lapczynski, RSM DPS

The minor in management information systems provides the individual with a foundation in information systems that complements many varied disciplines and opens the door to information technology career opportunities.

Course Sequence

MIS 110	Introduction to Information Systems	3
MIS 200	Systems Analysis, Design, and Implementation	3
MIS 220	Applied Networking Design	3
MIS 310	Object Oriented Programming I	3
MIS 432	Database Management	3
MIS 491	Information Technology Management	3
Total 18 credits		

See Management Information Systems Course Descriptions, page 127

Marketing Minor

College of Professional Studies and Social Sciences
For information contact John Mellon, EdD

An understanding of marketing can benefit any individual who will be involved in promotion for private, public, profit, or not-for-profit organizations. Opportunities in the field of marketing are broadening every year, and this minor is well suited to students in any area of interest.

Course Sequence

ACC 101	Principles of Accounting I	3
BUS 208	Principles of Management	3
BUS 269	Principles of Marketing	3
BUS 207	Contemporary Economics	3
BUS 340	Advertising and Sales Promotion	3

Select one course from the following:

BUS 345	Consumer Behavior	3
BUS 304	Sales and Sales Management	3
BUS 401	Channel Strategies	3
BUS 421	Special Topics in Marketing	3
BUS 450	Marketing Research	3
BUS 402	Pricing Strategies	3
BUS 321	Product and Service Marketing	3
Total 18 credits		

See Accounting Course Descriptions, page 68; and Business Course Descriptions, page 81.

Mathematics Minor

College of Arts and Sciences
For information contact Patrick Touhey, PhD

The computer revolution and the growing reliance on statistics and quantitative research have broadened the application of mathematical principles. The physical sciences, as well as the behavioral and social sciences, have need for individuals with experience in mathematics. The minor program in mathematics exposes students to both classical and contemporary mathematical techniques.

Course Sequence

MTH 115	Basic Statistics	3
MTH 151	Analytic Geometry and Calculus I	3
MTH 152	Analytic Geometry and Calculus II	3
MTH 225	Analytic Geometry and Calculus III	4
MTH 244	Set Theory and Logic	3
MTH 242	Differential Equations	3
MTH 241	Linear Algebra	3
Total 22 credits		

See Mathematics Course Descriptions, page 135.

Philosophy Minor

College of Arts and Sciences
For information contact Matthew Swanson, PhD

The minor in philosophy offers students the opportunity for intellectual liberation and refinement. The 18-credit curriculum explores philosophical problems from a variety of standpoints, fosters critical judgement, refines convictions, and promotes the search for truth. Students may tailor their minor sequence to their interests.

Course Sequence

PHL 100C	Introduction to Philosophy	3
PHL	Free elective	3
PHL	Free elective	3
PHL	Free elective	3
PHL	Free elective	3
PHL	Free elective	3
Total 18 credits		

See Philosophy Course Descriptions, page 195.

Political Science Minor

College of Arts and Sciences
For information contact David Wright, PhD

The political science minor offers students interested in law, politics, or government a useful foundation in these areas. The minor, which may be taken in conjunction with any major, will broaden political understanding and enhance the ability to interpret the significance of political events and to analyze the dynamics of political processes.

Course Sequence

POL 100	American National Government	3
POL 103	Global Politics	3
POL 251	Law Seminar I	3
POL 252	Law Seminar II	3
POL 405	American Constitutional Law I	3
POL 406	American Constitutional Law II	3
POL	Independent Study or Elective	3
Total 21 credits		

Political Science Course Descriptions (POL)

100 American National Government — 3 credits

A study of the American political system with emphasis placed on the structure and operation of the national government; the constitution; citizenship and democratic processes.

103 Global Politics — 3 credits

This course examines the nature, character and dynamics of global politics. Emphasis is given to the political development, institutions, processes and policies, problems and prospects of key areas, regions, and nation-states in the contemporary global system.

251/252 Law Seminar I-II — 3 credits each

Introduction to the legal system and legal profession; the role of lawyers and judges in American society; the courts and judicial process; policy making; legal research and procedures; the use of law books; legal terms; decision making; litigation; case analysis. Correlated field instruction and field experiences are included. Alternate years

308 Comparative Government — 3 credits

The course will compare the political processes and governmental policies of several different countries. The economic and social problems that decision makers confront are emphasized. Focus is given to analyzing policy alternatives and the impact of social movements on policy making.

(On demand)

405/406 American Constitutional Law I-II — 3 credits each

A case method survey of the organic role of the United States Supreme Court in the total process of the America constitutional system. Emphasis is on governmental structure and relationships, individual freedom, and the Bill of Rights.

Alternate years

413 Political Science Cooperative Education — 3-12 credits

Academic study combined with work experience in the community

450/451 Internship — 3 credits each

Directed field experiences for advanced students in law offices or law related agencies. Weekly conferences coordinate theoretical knowledge with field observation and practical experiences.

Prerequisite: Permission of program director

480 Independent Study — 3-6 credits

In-depth investigation of a selected topic.

485 Special Topics — 3-6 credits

Topic may vary from semester to semester and will be announced with preregistration information and course hours.

Psychology Minor

College of Professional Studies and Social Sciences

For information contact Marnie Hiester, PhD

The psychology minor can be a meaningful adjunct to any major, but is especially pertinent to the study and practice of education, nursing, occupational therapy, physical therapy, speech-language pathology, business administration, and social work. Focusing on the origins, development, modification, and implications of human behavior, the study of psychology has numerous applications to personal and professional life.

Course Sequence

Required courses: (6 credits)

PSY 123	Introduction to Psychology	3
PSY 232	Research Methods	3

One of the following two courses:

PSY 301	Cognitive Psychology	4
PSY 303	Biological Psychology	3

One of the following four courses:

PSY 250	Social Psychology	3
PSY 275	Child and Adolescent Psychology	3
PSY 290	Psychopathology	3
PSY 450	Personality	3

Two PSY electives to total 6 credits (PSY elective = any PSY course not taken as required above):

PSY		3
PSY		3

Total 18–19 credits

See Psychology Course Descriptions, page 203.

Religious Studies Minor

College of Arts and Sciences

For information contact Joseph Curran, PhD

The religious studies minor presents students with a cohesive and flexible program of study designed to:

1. Increase students' understanding and appreciation of the varieties of religious experience and expression
2. Address current biblical and theological developments
3. Correlate the students' pursuit of theological inquiry with their religious development and moral responsibility.

Course Sequence

RLS 100	Biblical Studies	3
RLS 104	World Religions	3
RLS 114	Introduction to Christian Thought or Theology of the Church	3
RLS 106	Theology and Human Experience or	3
RLS 107G	Women and Spirituality	3
RLS 115	Religion in America or	3
RLS 116	American Catholicism	3
	Core or free elective	3

Total 18 credits

Religious Studies Course Descriptions (RLS)

Note: Students are required to take two courses from the 100 level in each category to fulfill the religious studies core requirement.

100C Biblical Studies 3 credits

Biblical Studies is the study of selected Christian and Hebrew scriptures directed toward the development of an awareness of what the biblical authors meant to communicate to their contemporaries with special attention paid to literary forms, sociological factors, theological insight, and historical settings. Fall/Spring

104G World Religions 3 credits

Students will learn about the major religions of the world and become familiar with the ways these religions differ from each other in regard to gods, rituals, scriptures, founders, the arts, and their concepts of the principal purposes of life. Fall/Spring

106M Theology and Human Experience 3 credits

Presents students with the principles of theology and a practical methodology for relating the major resources of the Christian faith with human experience. Selected readings, the use of case studies and/or actual experience provide the reference point for reflecting theologically upon human experience. Fall/Spring

107G Women and Spirituality 3 credits

Feminist consciousness and theory will provide the context for this course as it explores biblical texts, and the life and writings of medieval women including Hildegard of Bingen, Julian of Norwich, and Teresa of Avila. The course will examine the rich and varied expressions of spirituality found in the traditions of African and Native American women healers, their understanding of art as a sacred process, and their reverence for the body and the earth. Fall/Spring

113M Theology of the Church 3 credits

Presents students with the historical, cultural, and theological contexts for understanding the nature and mission of Christian ecclesial communities. Special attention will be given to the Roman Catholic Church from the Reformation to Vatican II and to the recent ecumenical developments. Fall

114C Introduction to Christian Thought 3 credits

Presents the major developments in Christian thought from the early church and medieval periods including the life and writings of dominate figures in each period and the debates that surrounded the issues of faith and reason, nature and grace, salvation, and scripture. Spring

115M Religion in America 3 credits

Examines religious diversity in America with special emphasis given to the principle tenets of Protestant, Orthodox, and Catholic Christianity as well as the tenets of Judaism, Native American religion, Islam, and other traditions. Fall/Spring

116M American Catholicism 3 credits

Explores ways in which Americans and American institutions shaped United States Catholic identity and how Catholics contributed, in turn, to the intellectual, political, cultural, and social life of the nation. Particular attention will be given to the influence of Catholic social teaching on American life and to the theological and cultural pluralism which continues to inspire and challenge American Catholic identity. Spring

120 Mayan Religion and Culture 3 credits

Explores the Mesoamerican civilization in its highest form, the civilization of the Maya, surveying its history from the Olmec period circa 1000 BCE to the time of the Spanish conquest circa 1500 CE. Mayan myth and ritual will be examined as evidenced in monumental architecture, sculpture, painting, and literature. Students will learn the fundamentals of the Mayan system of writing and of the calendar, with particular attention paid to the use of calendrical mythology in the political legitimization of Palenque's dynasty. Fall

Electives

224 Experience in Christian Ministry 3 credits

Course enables students to correlate their professional skills and ministerial competencies within a service-oriented context. Theological study, field placement, and ministerial/professional development are major components of the course. (On demand)

480 Independent Study 1-3 credits

Qualified advanced students may arrange independent study in areas not covered by existing courses. The permission of the involved faculty is required before Independent Study may be pursued. (On demand)

485 Special Topics 1-3 credits

This offering allows students the opportunity to pursue the investigation of a selected topic through research and/or study/travel courses. Topic may vary from semester to semester and will be announced with preregistration information and course outline. On demand

Social Studies Minor

College of Arts and Sciences

For information contact David Wright, PhD

The minor in social studies is intended to enrich and broaden the student's understanding of the world in which we live. It can be taken in conjunction with any degree program with the intent to foster critical judgement, cultivate the ability to reason, and develop an ability to understand social scientific methods of analysis.

Course Sequence

History Electives		6
Advanced Political Science Elective		3
GEO 202	Cultural World Geography	3
SOC 221	Cultural Minorities	3
BUS 207	Contemporary Economics	3
Total 18 credits		

Theater Minor

College of Arts and Sciences
For information contact John J. Curtis, DMA

The theatre minor is designed for students interested in drama and performance, and for those students who would benefit, in an increasingly media-oriented society, from the acquisition of technical and performance skills associated with theatre. The minor provides a double focus:

1. Development of writing and analytical skills with regard to dramatic literature and theatre history
2. Practical experience with play production, including technical skills, performance, and playwriting.

Course Sequence

ENG 120	Theatre Production	3

3 semesters for 1 credit each, one of which must be in a technical area

ENG 205	Beginning Acting	3
ENG 215	Shakespeare	3

9 credits selected from the following:

ENG 120	Theatre Production	1–3
ENG 220	Theatre in Performance	3
ENG 341	Imaginative Writing	3–6
ENG 415	Selected Study in Drama/Theatre/Film	3

Total 18 credits

See English Course Descriptions, page 107.

Writing Minor

College of Arts and Sciences
For information contact Rebecca Steinberger, PhD

The writing minor is designed to help students become more at ease in a variety of writing situations. Students may develop strong writing skills related to their intended careers, or may focus on kinds of writing that are of personal interest to them.

Course Sequence

Select 18 credits:

ENG 103	Composition	3
ENG 105	The Research Paper	3
COM 207	Scriptwriting	3
ENG 203	Advanced Expository Writing	3
ENG 301	Teaching Writing	3
ENG 325	Feature and Magazine Writing	3
ENG 339	Technical Writing	3
ENG 341	Imaginative Writing	3–6
ENG 343	Writing for Media	3
ENG 345	Fiction Writing	3
ENG 420	Senior Seminar (English majors only) or	

ENG 450	Senior Thesis (English majors only)	3
ENG 470	Internship	3–6

Internship may be taken for 3–6 credits and involves practical experience writing for local newspapers, public relations offices, and similar organizations.

Total 18 credits

See Communications Course Descriptions, page 97; English Course Descriptions, page 107.

Other Academic Course Disciplines

Fine Arts

College of Arts and Sciences

Faculty

John J. Curtis, Professor of Fine Arts, BM New England Conservatory of Music; MM Temple University; DMA State University at Stony Brook

Betty Wallace Porzuczek, Assistant Professor of Fine Arts, BM, MA University of Iowa

George Sprengelmeyer, Visiting Assistant Professor of Fine Arts; BM, MM The Hartt School, University of Hartford; DMA, Peabody Conservatory, John Hopkins University

Fine Arts Course Descriptions (FA)

102C Cultural Synthesis in the Ancient World 3 credits

This course explores ways in which contemporary culture is influenced by the images, architecture, music, and theater of the ancient world. Cultural artifacts are examined to discover not only their individually distinct style norms and meanings, but also how their styles and meaning change as cultures collide, interact, accommodate, and assimilate in the ancient world.

104M Art, Self, and Community in the Modern World 3 credits

This course explores the development of modern society from its roots in the 16th-century Renaissance through the lens of artistic expression. Important works from the visual and performing arts will be studied and placed into historical context in order to understand both their meaning as individual works of art and their expression of societal values and philosophies.

117/118 Applied Music 1 credit each

Private half-hour weekly lessons in piano, voice, guitar, string instruments, wood wind instruments. May be repeated for credit.

120 Theater Production 1 credit

Participation in a theatrical production in one or more of the following areas: acting, stage management, lighting, set building, house management, stage crew, costumes, make-up, and/or publicity. May be repeated for credit.

Cross registration with ENG 120

200 Introduction to Acting 3 credits

Analysis and experience of dramatic literature through performance. Emphasis is placed on building a basic performance vocabulary and technique, and developing confidence and critical thinking skills.

Cross registration with ENG 205

205G The Jazz Age Culture 3 credits

This course explores jazz styles and performance practices, examines the various influences contributing to the development of jazz, and discovers how jazz influenced art, music, Broadway, and rock. Considerable attention is given to drawing relationships between jazz and the mood and culture of the American people in the early 20th century.

Prerequisite: FA 102C or 104M

206G Voices of Liberation 3 credits

This course examines ways in which groups develop their identity through the creation of distinct style norms in their culture, specifically those found in art, music, theater, and dance. It looks at art innovation as essentially counter-cultural in each context (for instance, the art of Christians in the context of a Greco-Roman world, the art of women in a culture where only men are considered artists, or the art of Buddhists in a predominately Hindu society).

Prerequisite: FA 102C or 104M

207G World Music 3 credits

This course explores the music of various non-Western cultures in order to develop an understanding of the similarities and differences of musical styles in different civilizations. Studies will include the instruments of the cultures and how each culture utilizes elements of music such as scales, melodic patterns, harmonies, and rhythm.

Prerequisite: FA 102C or 104M

210 Photography 3 credits

A course in basic photographic skills including manual and automatic exposure, manual and auto focus, understanding how the camera's light meter can be misinterpreted and other specifics of digital camera technology. The course will also include instruction on how to handle compressed as well as RAW camera files. A basic introduction to Photoshop will also be covered to allow students to refine, retouch and manipulate the digital images. Advanced amateur cameras will be available to share with other students.

214 Beginning Jazz/Modern Dance 1 credit

A weekly one and one-half hour class for students with little or no previous dance training. Students will be introduced to basic jazz and modern dance techniques. Classes consist of warm-up and warm-down exercises, barre and floor positions, movements, and combinations. May be repeated for credit.

215 Advanced Jazz/Modern Dance 1 credit

A weekly one and one-half hour class for students with some classical dance training. Through an individually paced study of jazz and modern dance techniques, students will improve their proficiency in physical movement, grace, physical stamina, aesthetic expression, and musicality. Classes consist of warm-up and warm-down exercises, barre and floor positions, movements, and combinations. May be repeated for credit.

Prerequisite: Permission of instructor, based on an evaluation of the student's dance training

216 Intermediate Ballet 1 credit

A weekly one and one-half hour class for students with some classical dance training. Through an individually paced study of ballet and modern dance techniques, students will improve their proficiency in physical movement, grace, physical stamina, aesthetic expression, and musicality. Classes consist of warm-up and warm-down exercises, barre and floor positions, movements, and combinations. May be repeated for credit.

Prerequisite: Permission of instructor, based on an evaluation of the student's dance training

217 Beginning Tap Dance 1 credit

A weekly one hour class open to students with some tap dance background. Students will be introduced to tap dance moves and combinations at a basic to intermediate level, depending on the ability of the class members. Classes will consist of warm-up and warm-down exercises, movements and combinations, and the development of basic dance routines. May be repeated for credit.

480 Independent Study 1-3 credits

Special investigation of a selected topic.

601 Choral Society 1 credit

Non-audition chorus open to students, faculty, staff, and members of the community. Students study and perform representative works of great choral literature from the 16th century to the present, culminating in a public performance. Time will be spent on the basics of choral singing including vocal technique, diction in English and other languages, and basic music-reading skills. Previous musical study is not required and no audition is necessary. May be repeated for credit; up to 3 credit hours can be accumulated toward graduation.

604 Chamber Singers 1 credit

A student-only chorus specializing in the performance of music appropriate for a small ensemble, including a cappella vocal chamber music and jazz harmonies. Some travel for off-campus performances is likely. May be repeated for credit; up to 3 credit hours can be accumulated toward graduation.

605 Wind Ensemble 1 credit

A weekly one-hour rehearsal for students who have the ability to play a musical instrument. Under the guidance of a director, students rehearse music composed or adapted for the combination of instruments available in a given semester, either as a full ensemble or in smaller chamber ensembles. Emphasis is on achieving proper rhythm, intonation, tone production, and phrasing in order to produce satisfying performances of music from varying periods and styles. May be repeated for credit.

Prerequisite: Permission of instructor, based on an evaluation of the student's ability to play an instrument

606 Jazz Band 1 credit

A weekly one-hour rehearsal for students who have an interest in a big-band style jazz band. Under the guidance of a director, students rehearse and perform music in a variety of jazz styles appropriate for the available instrumentation. May be repeated for credit.

Prerequisite: Permission of instructor, based on an evaluation of the student's ability to play an instrument.

Geography

College of Arts and Sciences

Geography Course Descriptions (GEO)

201 Earth Science 3 credits

A study of earth's physical environment. Astronomy, weather and climate, oceans, rocks, minerals, and landforms are explored individually and in relation to one another.

Fall only

202 Cultural World Geography 3 credits

A survey of the earth's people and their relationship to the environment. Europe, Africa, the Middle East, Australia, Asia, the area comprising the former Soviet Union, Latin America, the United States, and Canada will be studied.

Spring only

413 Geography Cooperative Education 3-12 credits

Academic study combined with work experience in the community.

480 Independent Study 1-3 credits

Special investigation of a selected topic.

Health Professions

College of Health Sciences

Health Professions Course Descriptions (HP)

100 Introduction to Health Professions 2 credits

This course presents an overview of major health professions along with current issues and concerns prevalent in health care. Students will be given the opportunity to network with peers, faculty, and library staff. Classes are two hours per week and students are expected to spend an additional two hours per week reading assigned materials and collaborating with classmates and others of alternate disciplines. This collaboration will include researching and preparing a required paper on an approved topic. Fall/Spring

110 Introduction to Health Care Informations 3 credits

A comprehensive overview of the emerging field of health care informatics. Students will examine the impact of informatics on health care delivery systems. The use of informatics in health care professions practice, education, research and administration will be explored.

120 Current Issues and Trends in Health Care Informatics Practices 2 credits

A comprehensive overview of the emerging field of health care informatics. Students will examine the impact of informatics on health care delivery systems. The use of informatics in health care professions practice, education, research and administration will be explored.

Prerequisite: HP 110, MIS 110

200 Healthy Lifestyles 3 credits

This course is designed for any student interested in understanding contemporary issues related to wellness. At the completion of this course the student will be able to describe the concept of wellness and apply this understanding to everyday life. The content will focus on the physical, sexual, intellectual, emotional/psychological, spiritual, occupational, and recreational aspects of wellness. Wellness will be viewed across the lifespan emphasizing multicultural aspects of individuals and families. Appropriate theoretical models will be utilized to enhance understanding of the content presented. Course discussions and assignments will explore individual lifestyles highlighting behaviors of the individuals that impact on personal and community wellness.

Prerequisites: None required, but PSY 123 and SOC 110 strongly recommended

210 HIV/AIDS 3 credits

The focus of this interdisciplinary course is the biological and social issues related to AIDS prevention, specifically HIV risk reduction and behavioral interventions. The holistic approach to health services of individuals, families and communities is emphasized throughout, including spiritual, nutritional and alternative health therapies. The social impact of AIDS upon the health care system, state, and federal government is included.

220 American Sign Language 3 credits

This course is designed to introduce the basic skills of American Sign Language (ASL) to enhance communication with the deaf community. Students will develop skills in both implementing and interpreting the ASL alphabet, basic signs, vocabulary and components of grammar.

230 Health Care Informatics Internship 1 credit

Students work as team members on comprehensive projects with health care technology industry advisors and program faculty. Requires course faculty approval.

Prerequisite: MIS 200, MIS 432, HP 120

241 Fundamentals of Food and Nutrition 3 credits

This course will focus on a study of the major nutrients found in food including characteristics, functions and metabolism. Interrelationships of nutrients; effects of inadequate and excessive intake; principles of energy metabolism and a study of energy requirements of the individual will be included.

305 Multi-disciplinary Care for the Pediatric Population 1 credit

Exploration of the roles and functions of allied health professionals using an interdisciplinary approach for development of a comprehensive plan of care for pediatric patients. This course is open to all students interested in learning about the "team approach" to patient diagnosis, treatment/planning, and care.
Prerequisites: Health sciences majors at the junior program level or above, or with permission of course instructor. At the discretion of the program.

310 Multi-disciplinary Care for the Adult Population 1 credit

Exploration of the roles and functions of allied health professionals using an interdisciplinary approach for development of a comprehensive plan of care for adult patients. This course is open to all students interested in learning about the "team approach" to patient diagnosis, treatment/planning, and care.

Prerequisites: Health sciences majors at the junior program level or above, or with permission of course instructor. At the discretion of the program.

315 Multi-disciplinary Care for the Older Adult Population 1 credit

Exploration of the roles and functions of allied health professionals using an interdisciplinary approach for development of a comprehensive plan of care for older adult patients. This course is open to all students interested in learning about the "team approach" to patient diagnosis, treatment/planning, and care.

Prerequisites: Health sciences majors at the junior program level or above, or with permission of course instructor. At the discretion of the program.

320 Pharmacology 3 credits

This course provides students with the opportunity to develop the knowledge and understanding of essential principles of pharmacology. The course will focus on therapeutic classifications; characteristic drug groups; physiologic influences on drug effects; principles of therapy; drug interactions; and legal, ethical, and economic issues of drug therapy.

410 Introduction to Health Professions Research (cross ref. NSG 410) 3 credits

This introductory course is designed to provide health professionals with an overview of the quantitative and qualitative research processes and to provide opportunities for cultivation of critical inquiry. Students will become consumers of research by evaluating published reports and identifying implications for clinical practice.

Prerequisite: Statistics

450 Pediatric Assessment 2 credits

This course is designed to provide students with an intermediate understanding of the process of pediatric evaluation in health care practices. This course will focus on the process of evaluation including referral sources, identifying appropriate evaluation tools, clinical observations, standardized assessments, report writing, evaluation accommodations, and the report of assessment results.

Fall, 4th year, Space is limited.

480 Special Topics 3 credits

Topics vary from semester to semester and will be announced with pre-registration information.

Honors

College of Arts and Sciences
Program Director W. Scott Blanchard, PhD

Honors Course Descriptions (HNR)

300 Explorations Seminar 0 credits

This non-credit course is required of all honors students and meets three times each semester. Sessions generally explore themes or topics from honors courses. The format varies, but may include lectures, debates, discussions, or presentations by faculty, students, or guest speakers; discussion among participants is always emphasized. This forum provides student/student interaction across classes and majors in addition to student/faculty interaction.

401 Capstone Project 3 credits

This required, senior-level seminar is a contract course that will result in the creation of an interdisciplinary honors project. The seminar will meet several times throughout the semester to help students create a research plan, share information, draft material, and collaboratively edit and review their ideas. The emphasis of the seminar will be on developing a professional project after a process of self-directed research, writing, and peer review. In addition, students will assist each other to develop and expand their ideas, using the integrative skills they have gained in the honors program. Each student's project, will entail either a journal length paper consisting of original research, or a visual or performing arts project, or an academically-based, service-learning project, which will demand some original research and will be accompanied by a substantial written commentary. Projects and papers will be completed under the direction of the instructor of the capstone course and one additional faculty member. In either case, all projects must be approved by the honors faculty, presented to the campus community and placed (in some fashion) in the university's online honors journal Honorus.

Prerequisites: Upper-level standing in the honors program and approval of project proposal form by the appropriate faculty. All projects must be approved by the honors faculty and one appropriate outside reader. In addition, visual and performing arts projects must be approved by the chair of the fine arts department; service-learning projects must be approved by the director of service-learning.

Physics

College of Arts and Sciences
Department Chair, Lynn Aldrich, EdD
Faculty

Lynn K. Aldrich, Associate Professor of Physics, AB Grinnell College; MS, University of Alabama, Birmingham; EdD Temple University

Michael P. Orleski,, Assistant Professor of Physics, BS, MS East Stroudsburg University; MS, PhD, Lehigh University

Physics Course Descriptions (PHY)

117 Physics Introduction I 4 credits

This course provides an overview of physics topics in areas of mechanics and heat for non-science majors at an introductory level, emphasizing conceptual development and qualitative and quantitative (using algebra and trigonometry) applications of these concepts to real work physical examples. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: Equivalent of two years of high school algebra

118 Physics Introduction II 4 credits

This course provides an overview of physics topics in areas of electricity, magnetism, waves, sound, light, and modern physics for non-science majors at an introductory level, emphasizing conceptual development and qualitative and quantitative (using algebra and trigonometry) applications of these concepts to real world physical examples. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: PHY117 or permission of instructor

131 Physical Science 3 credits

An introduction to selected areas of the physical sciences of astronomy, chemistry and physics. Integrated Lecture/Laboratory: 4 hours.

141 Introduction to Astronomy 3 credits

An introduction to selected areas in Astronomy including historical perspectives, current theories and knowledge, and experience in astronomical observations. Integrated Lecture/Laboratory: 4 hours

221 General Physics I 4 credits

Fundamentals of mechanics and heat. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: MTH 152

222 General Physics II 4 credits

Fundamentals of light, sound, electromagnetism and an introduction to selected areas of modern physics. Lecture: 3 hours. Laboratory: 2 hours.

Prerequisite: PHY 221

341 Modern Physics 3 credits

Physics of the 20th Century, including the Bohr atom, spectra, x-rays, matter waves, radioactivity, nuclear energy, relativity, quantum mechanics fundamental particles. Lecture: 3 hours. (On demand)

413 Physics Cooperative Education 3-6 credits

Academic study combined with work experience in the community. (On demand)

Sociology

College of Professional Studies and Social Sciences
For information contact Dennis Fisher, MSN

Course Descriptions (SOC)

101 Comparative Sociology 3 credits

Provides a socio-cultural perspective that challenges students to think critically about diverse cultural groups. Sociological concepts such as culture, social structures, exchange systems, and family systems will be examined as they relate to different cultures throughout the world.

103 Community Service 3 credits

Practical experience in helping people and the community, understanding human needs and assessing potential for human services professions. Lecture combined with four hours per week in community service. Course open to all students.

Corequisite: SOC 101. Fall/Spring

122 Social Problems 3 credits

Presents a critical thinking approach to social problem theories and an examination of factors associated with social problems in contemporary American society.

Prerequisite: Permission of instructor.. Spring only

221 Cultural Minorities 3 credits

Explores the nature of majority-minority relations as it relates to people of color in American society. Majority-minority relationships will be examined from the sociological perspective, which identifies majority status as one of dominance and minority status as one of subordination. In doing so, students will identify and analyze those historical, psycho-social, and socio-structural factors, which have contributed to the making of minority groups and to the perpetuation of prejudice and racism. Majority-minority relationships in the United States will be illustrated by studying the social experience of four selected groups: Black Americans, Native Americans, Mexican Americans, and Puerto Rican Americans.

Prerequisite: SOC 101. Fall/Spring

321 The Family 3 credits

A study of the family as a social institution and social group. A multi-disciplinary approach drawing from sociology, anthropology, psychology and economics. Family diversity, patterns of organization disorganization and reorganization in contemporary America.

Prerequisite: SOC 101 or permission of instructor

392 Seminar 3 credits each

393 Analysis of special areas of sociology or anthropology.

Prerequisite: Permission of instructor. (On demand)

413 Sociology Cooperative Education 3-6 credits

Academic study combined with work experience in the community.

480 Independent Study 1-3 credits

Special investigation of a selected topic. (On demand)

Certificates Programs/Certifications

Addictions Counseling Certificate

College of Professional Studies and Social Sciences

May be taken in support of several degrees

See Child Welfare Services Course Descriptions, page 274.

Child Welfare Services Certificate

College of Professional Studies and Social Sciences

May be taken in support of several degrees

See Child Welfare Services Course Descriptions, page 274.

Diagnostic Medical Sonography Certificate

College of Health Sciences
Program Director Sheryl Goss, MS, RT, (R), RDMS, RDCS, RVT

The diagnostic medical sonography program is an 18-month certificate program divided into six sessions, inclusive of didactic, laboratory, and clinical education components. The purpose of this program is to prepare students to become highly qualified individuals able to perform diagnostic patient services using ultrasound. The program is designed to prepare students to perform as competent sonographers in hospitals, outpatient clinics, and physicians' offices. This specialized, non-invasive technique, utilizes the generation of high frequency sound waves (ultrasound) together with digitized instrumentation to project information on display monitors generating diagnostic images of internal organs and other structures to evaluate the absence or presence of pathology. The diagnostic medical sonographer provides patient services using medical sonographic equipment under the supervision of a physician specialist in radiology, gynecology, obstetrics, pediatrics, vascular surgery, cardiology, or ophthalmology. The sonographer assists the physician in gathering pertinent patient history as well as the anatomical, physiological, and pathological sonographic data and images necessary to diagnose an increasing variety of conditions and diseases.

The diagnostic medical sonography program is one that, upon successful completion, provides the knowledge and skills to qualify participants as sonographers. Individuals are educated to perform examinations in the following areas: obstetrical, gynecological, abdominal, small parts, and interventional sonography. Introduction to neonatal sonography and vascular sonsography is also included in this program.

Upon successful completion of the diagnostic medical sonography program, students are eligible to sit for a national certification examination, thus enabling them to achieve professional status and employment in the field. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Diagnostic medical sonography is a natural extension of the medical imaging program. In many health care institutions, sonography is part of the radiology department. Any individual meeting the required program criteria and with a background and interest conducive to the medical field can pursue the field of diagnostic medical sonography. The purpose of the sonography program is founded on the value attributed to individual students, the medical imaging profession, and continuing education. The goals of the DMS program are as follows:

1. Recognize the needs of the patient are first and foremost and possess the knowledge and skills to attend those needs, while adhering to the SDMS Code of Ethics.
2. Interact and communicate with the community, medical staff, and fellow colleagues, in a professional and humanistic manner.
3. Recognize emergency patient conditions and initiate life-saving first aid and basic life support procedures.
4. Apply the knowledge and skills obtained through program education to perform quality diagnostic medical sonography.
5. Using independent judgment, interpret and evaluate the sonographic images for diagnostic quality.
6. Demonstrate concern for staying abreast of new developments in the field, as well as further self-development.
7. Demonstrate critical thinking and/or writing skills.
8. Apply the knowledge and skills obtained through program education to successfully pass the certification examination given by the American Registry of Diagnostic Medical Sonographers (ARDMS).

The target populations that may be compatible with this program include the following:

1. Students currently pursuing a BS degree in the existing medical imaging major and exhibiting an interest in specializing in diagnostic medical sonography.
2. Individuals with previous allied health education expressing a desire for a career change.*
3. Individuals interested in seeking a career in the healthcare field.

Admission Criteria:

To be considered for entrance into the sonography program, applicants must meet one of the following three pathways:

1. Graduate of an accredited allied health program (minimum of two years) and completion of prerequisites listed in Pathway #3 with a minimum grade of "C" or
2. Graduate of a bachelor degree program, and completion of prerequisites listed in Pathway #3 with a minimum grade of "C"
   or

3. Completion of prerequisites at the university or post secondary level with a "C" or higher to include the following:

   ** Common examples of allied health professions (this list is not comprehensive):*

   Radiologic technologist

   Respiratory therapist

   Occupational therapist or assistant

   Physical therapist or assistant

   Registered or licensed practical nurse

   Human Anatomy and Physiology I & II   Ethics

   Physics   Math or Algebra

   English   (Oral or written communication)

   Patient Care   Medical Terminology

   Note: Patient Care and Medical Terminology can be taken as co-requisites in the first session of the program.

   All courses completed on the post secondary level will be evaluated on an individual basis for determination of acceptance.
4. Standard university admission requirements
5. Two letters of recommendation
6. Interview with program faculty.

Applicants will be evaluated on an individual basis. Tuition is calculated on a per-credit basis.

Electronic communication among faculty, staff and students occurs frequently throughout the program as well as online evaluation methods required within the individual courses. Students should have a knowledge of basic computer skills and frequent access to a computer.

Special Expenses

In addition to tuition and fees, expenses for the diagnostic medical sonography may include CPR certification and re-certification, health examination fees, immunization fees, malpractice liability insurance, and uniforms.

A fee will be charged to the student's bill for the first fall semester for cost of name tag, spring semester for cost of student handbook/clinical education manual and clinical evaluation forms, and for the fall semester of the second year for clinical evaluation forms required for last two clinical sessions.

Fees for national certification exams are paid by the student to the respective agency, such as American Registry of Diagnostic Medical Sonography just prior to completion of program.

Course Sequence

48 credits   Class of 2007 and beyond

Session I (September–December)		*Total Credits 9*
DMS 100	Introduction to Ultrasound	3
DMS 105	Ultrasound Physics and Instrumentation	3
DMS 110	Sonographic Cross Sectional Anatomy	3

(32 hours of clinical observation during November and December)

Session II (January–May)		*Total Credits 11*
DMS 115	Abdominal Sonography	3
DMS 120	Pelvic Sonography	3
DMS 125	Small Parts Sonography	3
DMS 130	Clinical Sonography I (1-2 days per week, January and February) (32 hours per week, begins in late February)	2
Session III Summer I (8 weeks) clinic throughout all weeks,		*Total Credits 8*
Didactic begins Week		3
DMS 135	Obstetrical Sonography I	3
DMS 145	Fetal and Neonatal Anomalies*	3
DMS 140	Clinical Sonography II 4 days per week	2
Session IV Summer II (6 weeks)		*Total Credits 5*
DMS 250	Obstetrical Sonography II	3
DMS 145	Fetal and Neonatal Anomalies (contd.)	see *below
DMS 255	Clinical Sonography III 4 days per week	2
Session V (September-December)		*Total Credits 9*
DMS 260	Introduction to Vascular Sonography	3
DMS 275	Interventional Sonography	1
DMS 285	Journal and Case Study Review	1
DMS 290	Clinical Sonography IV 4 days per week	4
Session VI (January–March)		*Total Credits 6*
DMS 295	Comprehensive Registry Review	3
DMS 300	Clinical Sonography V 4 days per week	2
DMS 280	Issues in Sonography	1

Program total credits 48

Diagnostic Medical Sonography Course Descriptions (DMS)

100/700Introduction to Ultrasound (Lab) 3 credits

An orientation will be included in this course to review the student handbook, goals of the program, curriculum sequence, clinical education guidelines, performance objectives, grading policies, and all program policies. This course will focus on introducing the student to the field of diagnostic medical sonography. It will include medical terminology with application to sonography. Course work will include information concerning the history and foundations of clinical medicine pertinent to sonography, basic patient care, infection control and universal precautions, emergency conditions, learning methods, communication skills, and professionalism. Medical ethics and legal issues affecting the patient, student, school and clinical sites will be addressed.

105/705 Ultrasound Physics and Instrumentation (Lab) 3 credits

This course will familiarize the student with diagnostic ultrasound principles and instrumentation. Physical principles will include; sound energy and its characteristics, the piezoelectric effect, properties of ultrasound waves, the speed of sound and propagation, pulsed Doppler, and color flow Doppler. The construction and operation of various types of ultrasound equipment and transducers will be discussed. Course work will include the topics of artifacts and adjustable physics parameters, as well as, sonographic units of measurement, equations, and display modes. The coursework will be focused on information pertaining to the national registry examinations in ultrasound physics and vascular physics.

110 Sonographic Cross-Sectional Anatomy 3 credits

This course will include knowledge of cross sectional human anatomy as visualized using diagnostic ultrasound. The student will become familiar with the ultrasonic appearance of disease free organs, tissues and vessels of the human body. Normal and abnormal anatomical variants will also be addressed. Coursework will include recognition of abnormal pathological findings as diagnosed by ultrasound. Emphasis will be placed on teaching the students to identify sonographically normal cross sectional anatomy based on echogenicity, location and size relative to adjacent structures.

115/715 Abdominal Sonography (Lab) 3 credits

This course will focus on applying ultrasound as a diagnostic tool for evaluating the abdomen and all related structures. Coursework will include techniques for proper identification and representation of the normal and abnormal anatomical structures. Emphasis will be placed on the liver, gallbladder and biliary system, pancreas, spleen, urinary system, adrenal glands, GI system, peritoneum and retroperitoneum, male pelvis, and non-cardiac chest. Lecture andlaboratory experience will coincide appropriately to facilitate a simultaneous understanding of didactic and laboratory application.

120/720 Pelvic Sonography (Lab) 3 credits

This course introduces and relates the knowledge of gynecologic anatomy, pathology, and diagnostic sonography. This course will focus on applying ultrasound as a diagnostic tool for evaluating the pelvis and adjacent structures. The student will become accustomed to the sonographic procedures used to properly image the female pelvis. Coursework will include demonstrations and discussion on the proper scanning techniques, patient preparations, and positioning utilized to obtain optimum diagnostic images. Lecture and lab demonstrations will coincide appropriately to facilitate a simultaneous understanding of didactic and hands-on experience.

125 Small Parts Sonography 3 credits

This course will cover the anatomy, physiology, pathology, and pathophysiology of the neck and thyroid, breast, scrotum, extremities, and superficial structures. Coursework will familiarize the student with scanning protocols as well as normal and abnormal visualization using sonography. Techniques will include methods of applying the highest resolution and color flow doppler. Discussion will include pertinent clinical history and symptoms. Correlation with clinical laboratory tests and other diagnostic procedures will also be covered.

130 Clinical Sonography I 2 credits

This course will provide students with an introduction into the hospital/clinical setting work experience. Students will utilize skills learned in prior classes of Introduction to Ultrasound as well as Ultrasound Physics and Instrumentation and Sonographic Cross Sectional Anatomy. The student will be required to apply concurrent information obtained during didactic coursework. Students will also become exposed to sonograms including abdomen, pelvic, and small parts applications. All execution and hands-on experience gained by the student will be conducted under direct and indirect supervision of the qualified clinical instructor.

135/735 Obstetrical Sonography I (Lab) 3 credit

This course will familiarize the student with obstetrical imaging as visualized with ultrasound. Coursework will include the physiology of pregnancy, embryology, spermatogenesis, oogenesis, and the development of the fetus. Fetal development will include the three trimesters of pregnancy. Lecture and hands-on demonstrations will coincide appropriately to facilitate a simultaneous understanding of didactic and practical application.

140 Clinical Sonography II 2 credits

This course will provide continued hospital/clinic setting work experience. Students will apply knowledge learned concurrently during obstetrical sonography I and fetal and neonatal anomalies. Topics will include fetal/maternal findings in the pregnant uterus, fetal growth parameters, fetal anatomical survey, and advancement in the application of scanning algorithms. Execution of sonographic examinations will be performed under direct and indirect supervision. Refinement of equipment skills should occur as well as continued application and experience in abdominal, pelvic and small parts scanning.

145 Fetal and Neonatal Anomalies 3 credits

This course will introduce the student to fetal abnormalities visualized in the first, second, and third trimesters. Emphasis will be placed on identification of the pathological processes associated with the clinical history, sonographic appearance, and results of other diagnostic procedures. Major fetal and neonatal anomalies will be covered and identified as visualized on sonography. This course will also include the normal and abnormal anatomy of the neonatal brain and ultrasound imaging techniques. Sonography of the newborn will include detailed information on neurosonography, pyloric stenosis, neonatal hips, kidneys, and adrenal glands.

250/750 Obstetrical Sonography II (Lab) 3 credits

This course will focus on advanced uses of obstetrical imaging. Coursework will include the fetal biophysical profile, Doppler application, and multiple gestations in pregnancy. Advanced study of the fetal heart to include normal anatomy and congenital heart disease. The student will become familiar with the role of sonography in chorionic villus sampling and amniocentesis. Lecture and demonstrations will coincide appropriately to facilitate a simultaneous understanding of didactic and practical application.

255 Clinical Sonography III 2 credits

This course will provide continued hospital/clinic setting work experience. Students will apply knowledge learned concurrently during obstetrical sonography II, fetal and neonatal anomalies, and interventional sonography. The student will continue to gain experience in obstetrics focusing on unusual and abnormal case studies. Topics will include obstetrical sonograms of multiple gestation, fetal and neonatal anomalies, and doppler techniques. The student will refine scanning skills and gain experience in visualizing the fetal heart and obtaining appropriate views. The students will also become exposed to interventional procedures utilizing ultrasound guidance. Execution of sonographic examinations will be performed under direct and indirect supervision. The student will strive for continued improvement in previously learned studies. With additional work setting experience, the student's comfort level will improve in equipment manipulation and patient interaction.

260/760 Introduction to Vascular Sonography (Lab) 3 credits

This course will introduce the student to vascular sonography. It will include the hemodynamics, pathology and pathophysiology of the vascular system. The student will be introduced to normal and abnormal vasculature and the differentiation between the venous and arterial systems. Discussion will include the clinical signs and symptoms and the appropriate diagnostic testing and treatment of various vascular diseases. Emphasis will be placed on the functional workings and settings associated with vascular procedures.

275 Interventional Sonography 1 credit

This course will focus on ultrasound-guided special procedures. Emphasis will be placed on how and why ultrasound is utilized as guidance during invasive procedures. The student will learn techniques in maintaining sterility during the procedure, as well as issues regarding the patient consent. Topics will include proper equipment and room set-up and clean-up techniques and laboratory requirements. Sonography in the operating room will also be addressed. Lecture and hands-on demonstrations will coincide appropriately to facilitate a simultaneous understanding of didactic and laboratory application.

280 Issues in Sonography 1 credit

This course will present the latest information and technology as it pertains to the field of sonography. Topics for discussion will include the use of contrast agents, present, new and future uses of ultrasound, and quality assurance for ultrasound laboratories. The students will have ample time to investigate and research their own specific sonographic interests.

* Fetal and Neonatal Anomalies runs for the entire 14 weeks, encompassing Sessions III and IV. Credits assigned to Session III.

285 Journal and Case Study Review 1 credit

This course will include readings and reviews of widely known ultrasound publications and journals. The student will become familiar with the important use of literature review and research. Special case studies will be discussed and presented to the class. Topics will include unusual and interesting medical findings as seen with sonography.

290 Clinical Sonography IV 4 credits

This course will provide continued hospital/clinic setting work experience. Students will apply knowledge learned in prior courses including Introduction to Vascular Sonography, Interventional Sonography and journal and case study review courses. The student will become familiar with vascular procedures performed in an ultrasound/vascular laboratory. Execution of sonographic examinations will be performed under direct and indirect supervision. The student will gain experience in ultrasound assisted special procedures, as well as operating room techniques.

295 Sonographic Registry Review 3 credits

This course will serve as a review of basic knowledge from previous courses in sonography. It will provide information pertaining to the national certification examinations in the field of sonography. Topics will include physics, patient care, equipment and image manipulation, anatomy and pathology. Specialty areas for review include abdominal, obstetrics and gynecology. Emphasis will be placed on the techniques of test taking with actual experience in mock review tests.

300 Clinical Sonography V 2 credits

This course will provide continued hospital/clinic setting work experience. Students will apply knowledge learned during all previous courses in sonography. The student will continue to gain experience in all aspects of sonography while obtaining additional hands-on experience where needed. Execution of sonographic examinations will be performed under indirect supervision. After completion of required clinical hours, the student will be 'eligible' for registry status and is strongly encouraged to prepare for the national registry examinations after meeting the test prerequisites.

310 Breast Sonography 2 credits

Breast sonography requires extensive knowledge in anatomy of the breast, physics of ultrasound, proper scanning technique and characteristics of pathology. This course will focus upon breast anatomy, correlation to mammography and the intricacy of proper scanning techniques. Classifications and types of benign and malignant pathology will be discussed in relationship to the expected sonographic characteristics. The course is designed for participants who desire an introductory course or as a review for the ARDMS, ARRT or American Society of Breast Surgeons breast specialty examination.

Mental Health Interventions Certificate Program

College of Professional Studies and Social Sciences
For information, contact Alicia Nordstrom, PhD

May be taken in support of several degrees

The mental health interventions certificate program is most directly associated with a major in one of the helping professions. However, the certificate can be earned independently of a bachelor's degree.

Students pursuing service providing careers such as adult or child therapy/counseling, school counseling, school psychology, clinical social work, and consulting need a solid foundation in the theories and issues involved in the diagnosis and treatment of populations experiencing mental health conditions. The sequence of courses in this program will provide students with a breadth of knowledge regarding processes of normal and abnormal development as well as the biological, psychological, and social theories and intervention techniques applied in therapy practice. This certificate program was designed with a child and adult track in order to provide students with in-depth learning experiences relevant to their population of interest.

A certificate in mental health interventions involves completion of a total of 21 credits in psychology and social work courses. In many cases, psychology and social work majors who are pursuing the certificate may complete these courses as part of their required coursework for their major degrees as dictated by their major curriculum. Note: Completion of this certificate program does not equate to certification.

Students seeking a certificate must: (a) complete an application for admission from the director of the certificate program and (b) notify the director of the certificate program by April 1 or November 1 of the semester in which all course requirements will be completed.

Sequence of Required Courses

PSY 285	Communication Skills	3
PSY 305	Psychopharmacology	3
SWK 370	Remotivation Therapy	3

Students will select a specialization in the Child Track or Adult Track and complete the four required courses for their respective track as follows:

Child Track

PSY 275	Child and Adolescent Psychology	3
PSY 332	Child Psychopathology	3
PSY 455	Child Interventions	3
CWS 356	Developing Cultural Competence with Children and Families	3

Adult Track

PSY 277	Adult Development and Aging	3
PSY 290	Psychopathology	3
PSY 452	Counseling and Psychotherapy*	3
SOC 221	Cultural Minorities	3

*SWK 358 (Counseling the Older Adult, 3 credits) can be substituted for PSY 452

Total required for certificate completion: 21 credits

See the course descriptions in psychology (PSY), sociology (SOC), and child welfare services (CWS) for detailed descriptions of listed courses.

Teacher Education Certifications

College of Professional Studies and Social Sciences
Department Co-Chairs Susan R. Tomascik, PhD and Molly Vitale, PhD

Elementary Education Early Childhood Education

Secondary Education Certifications

College of Arts and Sciences

Biology

Department Chair Cosima Wiese, PhD
Biology Course Descriptions, page 75

Chemistry

Department Chair Charles Saladino, PhD
Chemistry Course Descriptions, page 88

English

Department Chair Rebecca Steinberger, PhD
English Course Descriptions, page 107

History/Citizenship

Department Chair David C. Wright, PhD
History Course Descriptions, page 122

Mathematics

Department Chair Patrick Touhey, PhD
Mathematics Course Descriptions, page 135

Special Education

Education course descriptions, page 260

Post-baccalaureate Certificate Programs

Geriatric Care Manager Professional Certificate

College of Professional Studies and Social Sciences
For information contact James Siberski, MS

The geriatric care manager certificate program enables students to gain the knowledge and professional skills needed to establish a geriatric care management practice committed to assuring the provision of quality care and to maintaining the best possible quality of life for the elderly. Participants will learn to professionally assess, coordinate, and monitor the health and human services needs of elderly clients and their families, and to understand the impact of the aging process on the individual, the family, the community, and the health care delivery system. Misericordia University's values of mercy, service, justice and hospitality are embedded throughout the curriculum. Graduates of the program will be prepared to provide leadership to communities in this currently evolving field of practice. The curriculum assures that graduates deliver their professional services in an ethical manner and with respect for cultural and other diversities in the aging population.

A minimum of 15 credits is necessary for the professional certificate and a comprehensive certification test must be passed with a grade of 86% or higher before certification is awarded. Students seeking a professional certificate in geriatric care management must complete an application for admission. The student must have a minimum of a bachelor's degree. Completion of Social Gerontology 241 and Alzheimer's Disease 365 or equivalent is required. Experience will be evaluated in order to meet prerequisite course work.

Sequence of required courses		*Total 15 credits*
GCM 500	Geriatric Care Manager I	3
GCM 501	Geriatric Care Manager II	3
Select three courses from the following:		
GCM 505	Anatomy and Physiology of Aging	3
GCM 510	Dementia	3
GCM 515	Geriatric Assessment	3
GCM 520	Ethics of Aging	3
GCM 590	Geriatric Care Manager Seminar	1-3

Geriatric Care Manager Course Descriptions (GCM):

500 Geriatric Care Manager I — 3 credits

This course will cover an introduction to geriatric case management, review standards and practice guidelines, cover geriatric assessment, psychopathologic conditions common in the elderly, ethics, care planning, communication issues, and other related issues.

501 Geriatric Care Manager II — 3 credits

This course will cover an understanding of the continuum of care, providing for nutrition, senior community centers, adult day care, home health organizations, housing options, transferring from home to institutional settings, report writing, counseling and other related topics.

505 Anatomy & Physiology of Aging 3 credits

This online course provides an overview of the basic structure and functions of the human body, emphasizing anatomy and physiology. With this foundation, age-related characteristics and some dysfunctions associated with the aging process are studied. Students will utilize the tools of analysis, synthesis and evaluation to assess body functions and age related changes.

510 Dementia 3 credits

This course will concentrate on dementia's that afflict the elderly in ever increasing numbers, focusing on the magnitude, pathology, progression, treatment and interventions of these diseases. Client, family, human service systems, long term care as well as personal care issues will be studied in depth. The course will offer opportunities for geriatric care managers to gain a pragmatic experience in dealing with dementia clients, their families and other care providers.

515 Geriatric Assessment 3 credits

This course will cover the numerous assessments available to the geriatric care manager. The assessments address ADL's, psychological, sociological, medical and spiritual aspects of client served by the geriatric care manager.

520 Ethics of Aging 3 credits

This course will address the various aspects of ethics that a geriatric care manager will confront in his or her practice. This will include bioethics, business ethics, social ethics and philosophy of a personhood.

590 Geriatric Care Manager Seminar 1 - 3 credits

An in-depth course of study of a specific aspect of geriatric care management. This would entail small groups of advanced level students.

Teaching English as a Second Language Certificate

College of Arts and Sciences

For information contact the Center for Adult and Continuing Education

This twelve-credit graduate program is designed to meet the requirements set by the Pennsylvania Department of Education's (PDE) Bureau of Teacher Certification and Preparation and conforms to national TESOL standards. To enroll in the program, students must possess a current and valid Pennsylvania Instructor Level I or II certificate and all necessary clearances required by Act 34, 114, 151.

Courses and experiences in the program are offered in outcome-based and adult-focused formats. Successful completion of the program requirements qualify graduates for Pennsylvania program specialist certification. For more information on the program contact the Center for Adult and Continuing Education.

The required courses and related experiences will include::

ESL 571	Cultural Awareness	3
ESL 572	Linguistics: Structures of the American Language	3
ESL 573	Teaching in ESL Programs: Theory and Practice	3
ESL 574	ESL Support Systems	2
ESL 610	ESL Field Experience	1
ESL 615	ESL Culminating Experience	0
Total 12 credits		

Prospective participants may request Misericordia University to review courses taken at other colleges against the requirements of the program and, upon the approval of Misericordia University's Registrar and certifying officer, the transferred courses will be used to determine whether and when students will be recommended to PDE. The processes of transfer review and approval are governed by Misericordia University's policies.

Prospective participants who are currently functioning as ESL teachers may request prior learning assessment (PLA) credits, a process that requires them to detail whether and how they meet the goals of the program and also its component courses and experiences, or at least those they choose to challenge. PLA reviews are conducted by the Center for Adult and Continuing Education.

Teaching English as a Second Language Course Descriptions (ESL)

571 Cultural Awareness 3 credits

This course is designed to examine the issues of culture and cultural diversity with a focus on the differences and similarities of the major ethnic groups to the dominant American culture both nationally and locally. This course focuses on the increasing level of cultural diversity within the local communities and its impact on the education of students in grades K-12. Emphasis will be placed on the analysis of communication patterns, both written and spoken, of all groups. Students will analyze and research the elements of surface and deep culture. In addition, students will evaluate and develop effective curricular materials and instructional techniques that will enhance classroom learning.

572 Linguistics: Structures of the American Language 3 credits

This course introduces participants to the structures of the English language, grammar, and pronunciation, including lexical, morphological, syntax, phonological, non-verbal and pragmatic components. It highlights factors associated with language development relative to ELL students. The course will use several guest lecturers who will present via distance learning options.

573 Teaching in ESL Programs: Theory and Practice 3 credits

This course focuses on the methods and materials ESL teachers can use with ELLs. During this course, participants must plan, implement and assess lessons designed for use with ELL students.

Prerequisite: ESL 571 and 572

574 ESL Support Systems 2 credits

This course challenges students to identify resources ESL teachers may access to discover suggestions they might implement to improve educational programs for ELLs. The course highlights supports for translations, information about effective assessment strategies.

Prerequisite: ESL 573

610 ESL Field Experience 1 credit

During this field experience, students will observe in ESL programs and plan, implement, and assess instruction for one ELL student.

Prerequisite: ESL 571, 572, 573, 574

615 Culminating Experience 0 credits

This experience allows students to present the results of their programs to interested parties, including to prospective students. Completion of all ESL courses

Prerequisite: Completion of all ESL courses

Gerontology Certificate

College of Professional Studies and Social Sciences
May be taken in support of several degrees

See Gerontology Course Descriptions, page 277.

Health Care Informatics Certificate

College of Professional Studies and Social Sciences

See Health Professions Course Descriptions, page 279.

See MIS Course Descriptions, page 127.

Post-master's Family Nurse Practitioner Certificate

College of Health Science

See Graduate Nursing Course Descriptions, page 355.

Post-master's Nursing Education Certificate

College of Health Science

See Graduate Nursing Course Descriptions, page 355.

Post-professional Pediatric Certificate

College of Health Sciences

This program is offered by the occupational therapy department. Students and therapists from other disciplines, especially physical therapy and speech and language pathology may find these courses relevant and are encouraged to apply.

The program is for occupational and physical therapists at all clinical levels that would like to advance their clinical knowledge in pediatric practice. The certificate is a series of four 3-credit graduate courses. There is one required course in the beginning of the series and three courses that are chosen by each student on an individual basis. The program is offered in a flexible format for working professionals, primarily in distance formats with short on campus experiences during two weekends. There are also some hands-on clinical courses offered in a five-day intensive format. Students can choose the courses that meet their needs both clinically and personally. Classes may also be taken individually for continuing education.

See Course Descriptions, page 363.

Spanish Language Certificate Program

College of Arts and Sciences

For information contact the Center for Adult and Continuing Education

Program Description

The Spanish language certificate program is designed for students, adult learners, and working professionals who wish to develop proficiency in Spanish to enhance their academic and career opportunities. Command of the Spanish language, in combination with another academic discipline, enables students to pursue a broad range of professional opportunities in the fields of education, business, public and social service, health care, and industry. Academic coursework introduces students to the fundamentals of spoken and written Spanish, including the review and study of grammar and composition, the development of communicative skills through class discussion, oral pronunciation and intensive speaking and listening practice, and the study of the history, culture, and literature of the Spanish-speaking world. A diverse offering of upper-level courses will provide instruction in specific areas of language study that focus on business Spanish, Spanish language media, Spanish for health and social services, translation, and Spanish and Spanish American culture and civilization.

Required Sequence of Courses

The proposed Spanish language certificate program will require completion of a total of 15 credits in the study of the Spanish language and culture for students beginning at Intermediate Spanish I (SPN 201). The required sequence of courses is dependent on the student's placement in the appropriate level of language study. All students who enroll in the Spanish language certificate program will be evaluated to ensure that they register for courses at their level of competence. Students beginning the required coursework at more advanced levels of study may fulfill the requirements of the Spanish language certificate program through completion of a reduced number of credits. Students who begin the certificate program at Intermediate Spanish II (SPN 202) would be required to complete a total of twelve (12) credits in the study of Spanish. Students who begin the certificate program above the intermediate level (above SPN 202) would be required to complete a total of nine credits in the study of Spanish. Once all requirements are satisfied, the successful completion of the Spanish language certificate program will be noted on the student's official transcript and at the time of graduation.

Required sequence of courses for students who begin at SPN 201:

SPN 201	Intermediate Spanish I	3
SPN 202	Intermediate Spanish II	3

Select three courses from the listing of advanced Spanish language courses.

Required sequence of courses for students who begin at SPN 202:

SPN 202	Intermediate Spanish II	3

Select three courses from the listing of advanced Spanish language courses.

Required sequence of courses for students who place above SPN 202

Select three courses from the listing of advanced Spanish language courses.

List of Upper-level Spanish courses

Offered at Misericordia University:

SPN 301	Advanced Grammar and Readings	3

Offered at King's College:

SPAN 145	Spanish Conversation and Composition I	3
SPAN 146	Spanish Conversation and Composition II	3
SPAN 331	Advanced Grammar and Phonetics	3
SPAN 332	Translation	3
SPAN 336	Business Spanish	3
SPAN 338	Spanish Language Media	3
SPAN 441	Spanish Civilization I	3
SPAN 442	Spanish Civilization II	3
SPAN 443	Mexican Culture and Civilization	3
SPAN 451	Survey of Spanish Literature	3
SPAN 453	Survey of Spanish American Literature	3

SPAN 491	Selected Topics in Spanish and Spanish Amer. Stud.	3

Offered at Wilkes University:

SP 205	Conversation	3
SP 206	Advanced Grammar, Stylistics, and Composition	3
SP 208	Culture and Civilization of Spain	3
SP 209	Latin American Culture and Civilization	3
SP 210	Spanish for Business	3
SP 211	Conversational Spanish for Health & Social Svcs.	3
SP 212	Non-Literary Translation	3
SP 301	Introduction to Latin American Literature	3
SP 307	Survey of Spanish Literature I	3
SP 308	Survey of Spanish Literature II	3

Cross-Registration

It is important to note that Misericordia University, King's College, and Wilkes University offer their students the opportunity to cross-register for foreign language courses delivered at the other member institutions.

Study Abroad Option

Students enrolled in the Spanish language certificate program may receive a total of six (6) academic credits through study abroad programs offered.

Spanish Language Course Descriptions (SPN)

101 Introductory Spanish I — 3 credits

This course is a study of pronunciation, fundamentals of grammar, exercises in speaking, understanding, and writing the foreign language. Readings will introduce the student to the foreign culture.

102 Introductory Spanish II — 3 credits

Students will learn essentials of grammar, exercises in speaking, and writing the foreign language. Readings will expand the student's knowledge of the foreign culture.

201 Intermediate Spanish I — 3 credits

Students will review and further study of the fundamentals of the foreign language to increase comprehension, speaking, and writing skills. Readings will increase knowledge and understanding of the foreign culture.

202 Intermediate Spanish II — 3 credits

Students will review and further study of the fundamentals of the foreign language to increase comprehension, speaking, and writing skills. Readings will increase knowledge and understanding of the foreign culture.

301 Advanced Spanish Grammar and Readings — 3 credits

This course is an in-depth study of the more complex problems of grammar to develop precision and good style in writing and speaking.

Specializations

Addictions Counseling

College of Professional Studies and Social Sciences
May be taken in support of several degrees
See Addictions Course Descriptions, page 271.

Child Welfare Services

College of Professional Studies and Social Sciences
May be taken in support of several degrees
See Child Welfare Course Descriptions, page 274.

Gerontology

College of Professional Studies and Social Sciences
See Gerontology Course Descriptions, page 277.

Health Care Informatics Health Care Management Major

College of Professional Studies and Social Sciences
See Health Professions Course Descriptions, page 27992.
See MIS Course Descriptions, page 127.

Health Care Management Health Care Management Major

College of Professional Studies and Social Sciences
See Business Course Descriptions, page 82.
See Health Care Management Course Descriptions, page 117.

Health Care Marketing Health Care Management Major

College of Professional Studies and Social Sciences
See Business Course Descriptions, page 82.
See Health Care Management Course Descriptions, page 117.

IT Security Information Technology Major

College of Professional Studies and Social Sciences
See IT Course Descriptions, page 129.

Management Information Systems Information Technology Major

College of Professional Studies and Social Sciences
See MIS Course Descriptions, page 127.

Public Relations/Advertising Communications Major

College of Arts and Sciences

See Communications Course Descriptions, page 97.

Pre-dentistry, Pre-medicine, Pre-optometry, Pre-veterinary Medicine

College of Arts and Sciences
Department Chair Cosima Wiese, PhD
For information contact Anthony Serino, PhD
See Biology Course Descriptions, page 75.
See Chemistry Course Descriptions, page 8870.

English, Pre-law

College of Arts and Sciences
Degree BA, English
Department Chair Rebecca Steinberger, PhD
For information contact Brian F. Carso, JD, PhD

History, Pre-law

College of Arts and Sciences
Degree BA, History
Department Chair David Wright, PhD
For information contact Brian F. Carso, JD, PhD

Philosophy, Pre-law

College of Arts and Sciences,
Department Chair Matthew L. Swanson, PhD
For information contact Brian F. Carso, JD, PhD

Graduate Programs

Contacts for Graduate Programs

For more information on particular aspects of Misericordia University, contact the individuals listed below at (570) 674-6400 (toll-free at 866-262-6363) between 8:30 am and 4:30 pm. Other university personnel are listed in the directory section of this catalog.

Academic Affairs	Dr. Mari King, Vice President of Academic Affairs
Admissions, Financial Aid	Jane Dessoye, Executive Director of Enrollment Management
Admissions	Glenn Bozinski, Director of Admissions
Graduate Registration Services	Thomas O'Neill, Dean, Center of Adult and Continuing Education

Program Directors	Education	Dr. Catherine Kosenak ckosenak@misericordia.edu
	Nursing	Dr. Brenda Hage bhage@misericordia.edu

	Master of Business Administration	Dr. Corina Mihai cmihai@misericordia.edu
	Occupational Therapy	Dr. Grace Fisher gfisher@misericordia.edu
	Organizational Management	Dr. Corina Mihai cmihai@misericordia.edu
	Physical Therapy	Dr. Susan P. Barker sbarker@misericordia.edu
	Speech-language Pathology	Dr. Glen Tellis gtellis@misericordia.edu
Registrar	Edward Lahart	elahart@misericordia.edu
Student Life	Jean Messaros, RSM, Vice President of Student Affairs	srjean@misericordia.edu
	Website	http://www.misericordia.edu
	Graduate e-mail Address	graduate@misericordia.edu

Financial Aid Information

Tuition and Fees 2008-2009

Tuition

Tuition: Full-time Occupational Therapy, Physical Therapy, Speech-language Pathology	$10,995	
General Fee	$580	
Part-time Tuition	$525	Per credit
Application Fee (to accompany all applications)	$25	
Graduation Fee	$150	A graduation fee is charged to students who have completed their degree requirements. The fee helps to supplement costs of commencement including preparation of the facility, graduation announcements, cap and gown, diploma, pre-commencement luncheon and the post-commencement reception.
Matriculation Fee (for each semester during which a master's candidate is not registered for course work)	$75	
Parking Fines	$10	Per infraction for vehicles registered with the University's Campus Safety Department. Unregistered vehicles will charged $20 per infraction. Fines for illegally parking in handicapped areas are $50 per infraction. Failure to move a vehicle as instructed during times of snow removal will result in a fine of $100.
Parking Permit	$25	Annual fee.

Returned Check Fee	$15	A fee will be assessed for each check not accepted and returned by the bank. Two returned checks will cause check writing privileges to be permanently revoked.
Student I.D.	$20	Replacement of lost, stolen or unusable ID
Thesis Continuation Fee	$585	
Transcript Fee	$7	Per transcript.
Additional Course Specific Fees:		
Occupational Therapy Fee	$140	
Physical Therapy Fee	$135	
Speech-language Pathology Fee	$135	
Liability Insurance	$50	For students enrolled in majors that require clinical or field experiences.

Financial Assistance Programs

Definition of Academic Year

Misericordia University defines its academic year as the period of at least 30 weeks of instructional time, which begins on the first day of classes in the fall semester and ends on the last day of examinations in the spring semester.

The office of student financial services staff are available from 8:30 am to 4:30 pm to discuss individual problems and advise students in matters regarding financial aid and student accounts.

Federal Nurse Traineeship Monies

Federal nurse traineeship monies may be available for full-time graduate students in nursing (students registered for nine or more credits per semester). Please check with the chair, nursing department.

Graduate Assistantships

A limited number of graduate assistantships are available on a competitive basis to graduate students. The assistantships involve designated institutional or programmatic work responsibilities that relate to the student's graduate studies. Graduate assistantships provide full or partial payment of tuition and/or stipends. Written requests for assistantships should be submitted to the program director, who can provide specific information regarding available assistantships.

Graduate Student Loans

Through the Federal Subsidized Stafford Loan, graduate students enrolled on at least a half-time basis may apply for up to $8,500 per year. Repayment of both principal and interest is deferred until six months after program completion (or after a student ceases enrollment on at least a half-time basis). Through the Federal Unsubsidized Stafford Loan, up to an additional $12,000 may be borrowed per year. While repayment of the principal is deferred, quarterly interest only payments are due while the student is enrolled.

Alumni discount: one third off up to 6 credits per semester (when no other discounts apply).

Veteran's Benefits

Misericordia University is approved by the Veteran's Administration for the education and training of veterans and welcomes the opportunity to provide graduate education to veterans of the armed services. Veterans enrolling at the institution for the first time should notify their local Veteran's Administration Office in order to apply for educational benefits. This application should be filed six weeks prior to the beginning of the semester. Students must contact the registrar's office to initiate the process.

Admission Requirements

Matriculation in any graduate program at Misericordia University requires at minimum a bachelor's degree from an accredited college or university. In addition, some graduate programs have program-specific admissions requirements, which are noted below. Applicants must file a formal request for admission along with three letters of recommendation and the results of either the Graduate Records Examination (GRE) or the Miller's Analogy Test (MAT) as required by specific programs. A complete application consists of the application form, three letters of reference, the application fee, official transcripts of previous academic work to be forwarded directly from the institution at which the credits were earned, and the results of either the GRE or MAT examination as appropriate. Students for whom English is a second language must demonstrate proficiency in written and spoken English. The application and all supporting material should be mailed to:

Center for Adult and Continuing Education
Misericordia University
301 Lake Street, Dallas, PA 18612-1090

Phone (570) 674-6451
Fax (570) 674-6232

Credentials will be screened by the graduate admissions committee. The applicant will be notified in writing of matriculation status within eight weeks of receipt of a completed application.

Tuition Payment Options

Deferred Payment Plan

Misericordia University provides an option for students to pay tuition, fees, and other charges on a deferred payment plan. The plan permits educational costs to be spread over a period of time. The requirements of the plan are as follows:

1. A down payment of 20% of the total term/semester charges is required unless other arrangements have been made with the office of student financial services.
2. Deferments are limited to one term/semester; the unpaid balance must be paid before final examinations that term/semester. Failure to pay charges in full before final exams may result in loss of credit for the term/semester.
3. At the close of each month, the unpaid balance will be charged a one percent finance charge.
4. Student who fail to meet their deferred payment obligations will be dropped from the plan.
5. Participants in the plan must sign and receive a copy of the deferred payment plan.

Finance Charge

It is a university policy that any outstanding balances will be charged a one percent finance charge at the close of the second month into the semester and each month thereafter. This policy is waived for students who receive tuition benefits, rehabilitation benefits or veterans' education benefits.

Tuition Reimbursement Payment Plan

Students who receive tuition benefits from their employer may be eligible to participate in Misericordia University's Tuition Reimbursement Payment Plan. Generally, this payment plan permits tuition and fees to be paid up to 30 days after grades have been sent to students, rather than the time of registration for the course. The requirements of the plan are as follows:

- only part-time students are eligible;
- a tuition reimbursement letter from the employer must be on file prior to registration and must be updated annually. The letter must state the terms of the benefit;
- students must keep the original invoice and final grades for employer verification. Duplicate invoices and grade sheets will not be issued;
- it is the responsibility of the student, not the employer, to ensure that payment is made within the 30-day period. Students who fail to make payment within the 30-day grace period may be removed from the tuition reimbursement payment plan;
- the 30-day grace period does not apply to graduating students. Tuition and fees must be paid prior to graduation; and,
- students receiving partial tuition benefits must make arrangements to pay the costs not covered by the employer at the time of registration.

Graduate Academics at Misericordia University

Philosophy

Graduate education at Misericordia University exists within the frame work of the university's mission statement. It is firmly rooted in the mission and academic traditions of the university and its founding group, the Sisters of Mercy, stressing the values of justice, mercy, service, and hospitality. It emphasizes academic excellence and critical thinking, while preparing students for productive careers and continued professional growth. The graduate faculty foster a climate conducive to academic growth, intellectual discourse, critical thinking, and decision-making. The aims of the graduate programs at Misericordia University are to provide comprehensive education in special fields, offer instruction in the methods of independent investigation, and foster a spirit of research.

Active participation, individualized planning, and selection of learning experiences facilitate the development of students as persons, members of society, and potential leaders in their professions. The graduate programs offered build upon the university's traditional academic strengths.

Graduate Education Goals

The educational goals of the masters' degree programs are to prepare graduates who:

1. reflect the values of mercy, justice, and hospitality in their actions;
2. provide leadership and service to their communities and professions;
3. practice responsible ethical decision-making and behavior;
4. think independently and creatively, using reliable research methods to collect and analyze information critically, in the effort to solve problems;
5. respect and understand cultural differences;
6. understand global perspectives;
7. communicate and interact effectively; and,
8. pursue productive careers and continued professional growth in their disciplines.

Policies and Procedures

Graduate Program Advisement

The director of each graduate program assigns an academic advisor for all students enrolled in that program. The advisor maintains a student record and advisement folder used to plan a student's program and track progress. However, all official student records are maintained in the registrar's office and can be reviewed by students upon 24-hour notice.

Students register for courses with the help of their assigned academic advisors. The process of registering for courses requires the completion of a course registration form or students may register online, with permission from their advisor. Students who use the deferred payment plan will be billed 20 percent of the tuition prior to the start of classes. Students who utilize employer reimbursement programs are required to submit a letter from their employers annually prior to registration.

Graduate Grievance Procedures

The university provides a uniform method by which students can pursue grievable issues. Grievable issues are either complaints about alleged violations of the institution's academic policies, including the academic integrity policy, or about unfairness in the application of policies.

In all cases, formal grievances must be filed and resolved within one semester of the occurrence of the event being grieved. Summer enrollment period is considered as a semester.

A student who has a grievance must attempt to resolve it by using the following procedures:

1. Prior to initiating a formal grievance, the student must attempt to resolve the matter on an informal basis by speaking to the person with whom the complaint rests.
2. If unable to reach a resolution, the student must discuss the matter with the program director who supervises the person against whom the complaint is lodged to attempt to resolve the matter.
3. If the matter is not resolved at that level, the student proceeds to the chair of the department in which the grievance resides.
4. If the matter is not resolved at that level, the student proceeds to the dean of the college in which the grievance resides.
5. If the matter is not resolved at that level, the student proceeds to the office of the Vice President of Academic Affairs, where a formal grievance may be filed.

To initiate the formal grievance process the student informs the Vice President of Academic Affairs, in writing, of her/his intent to seek formal redress through the grievance procedure indicating the nature of the complaint.

Within fourteen (14) calendar days of receipt of the written complaint, the Vice President of Academic Affairs will convene an academic grievance committee and provide the chair of the committee with the student's statement of complaint. The academic grievance committee is composed of: the Dean of Adult and Continuing Education; the chair of the graduate council; one faculty member who teaches in a graduate program, other than the one in which the grievance resides; and one graduate student appointed by the Vice President of Academic Affairs.

At least two (2) days in advance of the hearing, the chair of the committee will notify the grievant and the individual charged with the complaint of the date, time, and place of the hearing; the specification and nature of the complaint; and the composition of the committee.

The grievance hearing is an internal review and, as such, shall be private. The grievant may be assisted by a faculty representative. However, persons external to the university shall be excluded. The use of outside counsel is prohibited.

Both the grievant and the person being grieved have the right to be present when charges and evidence are presented to the committee, and to provide evidence in support of their respective positions. Committee members may question witnesses to evaluate all relevant facts of a given case. Witnesses shall be excluded except for the period of their questioning.

The report and recommendation of the committee shall be in writing, including the committee's rationale for the decision; the report may include any dissenting opinions. Only those committee members who have heard all testimony and evidence in a given case may vote on the committee's recommendation.

The committee report and recommendation shall be forwarded to the Vice President of Academic Affairs within ten calendar days of the hearing. The Vice President of Academic Affairs will make the final determination and formally advise the parties involved in the grievance. Penalties for violations of the Misericordia University's Academic Integrity Policy range from a warning to dismissal from the university. The university reserves the right, depending upon the severity of the conduct, to dismiss a student for a single violation of the university's academic integrity policy. In cases where a student previously has been found to have violated the university's academic integrity policy, for which he/she received a penalty less than dismissal from the university, and the student is subsequently found to have violated the policy once again, the Vice President of Academic Affairs may take more severe action for the subsequent violation than that previously imposed for the prior violation(s), up to and including dismissal from the university.

Graduate Program Standing

Any student receiving more than six credits below "B–" or more than three credits below "C" will be terminated immediately from the degree program, and may never re-enter the same program. One graduate course can be repeated for grade replacement. This may be done one time only. The second grade shall stand on the student's transcript.

A student whose GPA falls below 3.0 will be placed on probation. This may occur one time only.

For graduate retention criteria in the entry-level master's programs in occupational therapy, physical therapy, and speech-language pathology, refer to the individual program guidelines.

Graduation Requirements for Graduate Students

To be eligible for a graduate degree from Misericordia University, students must have a cumulative grade point average of 3.0 at the time of graduation; must fulfill all program requirements, including the professional contribution/scholarly project as required by the program; must have paid all tuition and fees. Students must complete an application for the graduate degree in a timely manner.

Application for Graduate Degree

It is the student's responsibility to keep abreast of progress toward degree completion. An application for the graduate degree should be filed with the registrar. Failure to do so in a timely manner may delay the date of awarding the diploma.

Auditing

With the appropriate program director's approval, any student may register to take a course on an audit or non-credit basis provided that standard admission and course prerequisites have been met. A student may audit no more than three courses or nine credits. The fee for auditing a course is one-half the cost of tuition. Matriculating students must have the permission of their advisor before auditing a course.

Change of Address

Students enrolled for course work in the graduate program are responsible for reporting any change of address and/or other salient information to the Center for Adult and Continuing Education. Failure to do so may result in failure to receive timely registration, program, grading and billing information.

Graduate Course Withdrawal and Refund Policies

A student may withdraw from a course without academic penalty within the period stated in the university calendar. Withdrawal forms may be obtained from the Center for Adult and Continuing Education. A grade of "W" is given for an approved withdrawal. The date on which the form is received by the Center for Adult and Continuing Education is considered the official date of withdrawal. Refund of tuition and grade assignment is based on the date on which the form is received. If a student does not officially withdraw from a class and ceases to attend it, a grade of "F " is awarded. If a student withdraws while failing, after the date for withdrawal without academic penalty, a grade of "WF" is incurred.

When a graduate student drops a course or withdraws from a course or the university, official notice must be filed with the Center for Adult and Continuing Education. Tuition refunds are based on the date the Center for Adult and Continuing Education receives official notice from a student indicating his/her desire to withdraw from a course.

Graduate students who receive federal Title IV funds and who are enrolled at the university will be governed by Title IV refund regulations as mandated by the Higher Education Amendments of 1992. In the case of withdrawal, tuition and fees will be cancelled on a pro-rated basis for the first sixty percent of the length of the period of study. Financial aid must be proportionately reduced and restored to the appropriate financial aid fund. The calculation for the Title IV refunds will be computed by the office of student financial services.

All refund percentages are computed from charges to the student, not from the amount paid. There are no refunds to students dismissed from the university. Advance registration deposits and any other fees are not refundable.

Directed and Independent Study

Part-time and full-time graduate students may apply for these contract learning opportunities as outlined in the undergraduate section of this catalog with the exception that both require a 3.0 GPA or above.

Grading System

The grade point average is computed by dividing honor points earned by credits attempted according to the following scale:

Grades	Honor Points Per Credit
A	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
F	0
WP	Not calculated
*WF	0
AU	Not calculated
W	Not calculated
IP (see below)	Not calculated
I (see below)	Not calculated
S	Not calculated
U	Not calculated

** Equivalent to a failure; computed as an F*

Incomplete Grades for Graduate Program

The grade of "I" will be issued only for those courses in which a student has not completed the necessary requirements for graduate courses (500 and 600 level courses) because of extenuating circumstances.

Should conditions arise that prohibit the student from completing required course assignments by specified due dates, the student must negotiate with the course professor for a grade of incomplete ("I"). The student must contact the course professor and file an incomplete contract grade form with the professor at least two weeks prior to the date semester grades are due to the Registrar. The form is signed by the student and the faculty member and a copy is retained by the student. The course professor has the right to determine the length of time for completion of the course requirements within the maximum time limits allowed. The grade of "I" must be removed within a maximum of one calendar year or the "I" automatically becomes an "F."

Emergencies, which do not allow a two-week notice, may arise. In that event, the student must contact the Dean for the Center for Adult and Continuing Education who will, in turn, inform the course faculty member involved.

A grade of "IP" (In Progress) will only be issued for profession contribution, thesis courses, or clinical education/fieldwork courses. The "IP" must be removed within a maximum of one calendar year or the "IP" automatically becomes an "F."

Note: A student who will be negotiating a grade of "I" or "IP" must obtain an incomplete contract grade form from the Center for Adult and Continuing Education.

Graduate Maintenance of Matriculation/Withdrawals

Normally, students have no more than five years after the date of matriculation to complete graduate degree requirements. Once accepted into a program, students must maintain matriculation on a continuing basis until they have completed all requirements. Students who do not maintain continuous registration must notify their respective program chairs/directors/coordinators in writing of their intent to withdraw from matriculation. The letter must state the reasons for the request and the anticipated length of withdrawal from matriculation, if known.

Generally, students who are in good academic standing both in their program and institutionally at the time of withdrawal, are granted a period of up to one calendar year from the time of withdrawal to return to the institution. In extraordinary circumstances, students may request an extension of this time period by petitioning the program chair/director/coordinator who will make a recommendation and forward the petition to the Vice President of Academic Affairs who will make the final decision. Each request will be evaluated on an individual basis. Students should contact the program chair/director/coordinator for specific requirements for returning to an academic program.

This policy does not bind the institution to offer the student's curriculum or program, which may have been discontinued or substantially altered during the period in which the student was not enrolled.

When withdrawing from matriculation for more than one semester, graduate students must complete the following in order to withdraw without penalty:

- return books to the library;
- return parking permit and student ID to the Center for Adult and Continuing Education; and,
- complete a withdrawal form and return it to the Center for Adult and Continuing Education.

The date of withdrawal will be determined by the completion of all of the above. That date will determine if any refund of tuition is warranted. Cancellation of charges will depend on the date that the withdrawal is official (see Refund Policy).

Students who withdraw after the last day to withdraw without academic penalty will receive a withdraw pass (WP) or a withdraw fail (WF). The grade issued is at the discretion of the course faculty. A "WF" calculates in the GPA as an "F."

Graduate Non-Matriculation Status

Persons who have an undergraduate degree and who are not enrolled in a graduate program may take up to six graduate credits without applying for admission. After successful completion of six credits, matriculation is required to continue enrollment in program courses. However, workshops and seminars sponsored by the graduate programs are open to members of the public who may enroll in the workshops and seminars on an audit basis.

Transfer of Credit

Applicants may transfer up to six graduate credits, or a maximum of two courses, earned previously in other accredited graduate programs provided the courses were completed with a grade of "B" or better and are appropriate substitutes for the courses offered in the Misericordia program. In special cases where applicants have already earned a graduate degree, 12 credits from that degree may be applied toward a Misericordia master's degree, provided the course credits are appropriate substitutes. Transfer credits are accepted after evaluation by the registrar in consultation with the appropriate program chair/director/coordinator.

Matriculating students who have not already transferred credits may, with program approval, take up to six graduate credits off campus from an accredited graduate program. These credits may also be transferred to Misericordia University to meet program requirements. However, in no case may the number of credits transferred into a graduate program at Misericordia University after matriculation exceed six.

Graduate Accreditation

The master's degree in education offered by Misericordia University is fully approved by the Pennsylvania Department of Education. The master's degree in nursing is fully accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN), 1 Dupont Circle, NW, Washington, DC 20036, (202) 887-6791. The professional master's degree program in occupational therapy is fully accredited by the Accreditation Council for Occupational Therapy Education, 4720 Montgomery Avenue, Bethesda, MD, (301) 652-6611. The professional master's degree program in physical therapy is fully accredited by the Commission on Accreditation of Physical Therapy Education, American Physical Therapy Association. The master's degree in organizational management has accreditation by the International Assembly for Collegiate Business Education, 111 North Fairfax St., Alexandria, VA 22314-1488, (800) 999-2782.

The professional master's degree program in speech-language pathology at Misericordia University is a candidate for accreditation by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852, (800) 638-8255.

Graduate Curricula

Master of Business Administration

College of Professional Studies and Social Sciences
Degree MBA
Department Chair Fred J. Croop, MBA, CMA, CPA
Program Director Corina Mihai, PhD

Philosophy

The MBA program will provide a quality business education that is rooted in the values and attitudes of the Religious Sisters of Mercy. The curriculum requirements include courses in social science, philosophy and ethics. Emphasis upon the "human side" of management, ethics, and leadership that will support the expression of the values and attitudes of the Sisters of Mercy is designed into the MBA learning experience.

Program

The MBA will address the ethical, moral, and philosophical issues related to management and business leadership in a direct and meaningful approach. The program is uniquely designed to intertwine a traditional MBA curriculum with "people skills" and will cover "the human side of management." The MBA program goals and objectives reflect the accomplishment of fostering critical thinking and promoting the ability to create and interpret business data through practice-based research. Students who complete the program will be able to carry on a high level of intellectual discourse with regard to business and leadership, and achieve an enhanced professional expertise in their field.

Admission Criteria

Admission requirements for entry of part-time students into the MBA program:

An undergraduate grade point average (GPA) of 2.79 or higher OR a score in the GMAT, MAT or GRE in the 50th percentile or higher.

A GPA in business functional areas prerequisite courses of 2.99 or higher.

Requirements for acceptance of full-time students into the five-year BS/MBA program:

At the end of the junior year, students must have an overall GPA of 2.79 or higher and a GPA in business functional areas prerequisite courses of 2.99 or higher.

Completion and Degree Requirements

Any student earning grades at the graduate level of more than six credits below B- or more than three credits below C will be terminated from the MBA program.

A student whose graduate level GPA falls below 3.00 will be placed on probation. If a student's graduate level GPA falls below 3.00 a second time the student will be terminated from the MBA program.

To be eligible for an MBA, a student must have a 3.00 or better graduate level GPA at the time of completing all graduate course work, complete all required course work at both the graduate and undergraduate level, and satisfy the experiential learning requirement.

Maximum Period of Candidacy in Pursuit of MBA

The MBA candidate must complete all graduate course work and requirements in a window of six years. Any courses taken more than six years before meeting all the graduate course work and other degree requirements will not count and must be repeated. If a candidate does not complete the requirements for the MBA within a six-year window, he or she will be governed from that point on by the requirements of the MBA program in place at that six-year anniversary date.

Prerequisites to MBA enrollment:

Humanities and Social Sciences (credits required):

Psychology (3)

Philosophy (6) (including at least three credits of ethics)

Sociology (3)

Economics (3)

Statistics or Management Science (3)

Speech or Effective Communications for Leaders (3)

Business Functional Areas:

Accounting (3) (If pursuing the accounting specialization 12 additional credits of accounting are needed. See Accounting Specialization.)

Marketing (3)

Human Resources (3)

Finance (3)

Information Systems (3)

Management Principles and Theory (3)

Technology Competence:

The passing of a business-specific technology competence examination

Curriculum

The MBA program consists of 36 credits of study that can be completed part-time or full-time as part of a 5 year BS/MBA course sequence. Students must complete a core curriculum of 24 credits and a specialization area of 12 credits.

Core Courses (24 Credits)*

MBA 500	Organizational Behavior and Development
MBA 501	Law and the Business Environment
MBA 503	Marketing Management
MBA 504	Information Analysis and Interpretation
MBA 506	Human Resources Management for Leaders
MBA 507	Accounting and Finance for Business Leaders**
MBA 508	Information Systems for Management
MBA 509	Managerial Economics

* A student having the educational or experiential background that would result in the student not benefiting from an MBA common core course may request a substitution of the respective course for another MBA elective. The request has to be made in writing to the program director and documentation for experiential background is required.

** Students specializing in accounting will take the Integrative MBA Capstone Experience-MBA 650 in place of Accounting and Finance for Business Leaders-MBA 507.

Specializations

The MBA offers an opportunity for students to specialize in the following areas: management, accounting, and human resources.

Management Specialization (9 credits):

MBA 610	Organizational Leadership
MBA 612	Strategic Management
MBA 650	Integrative MBA Capstone Experience

Accounting Specialization (9 credits):

MBA 620	Accounting Theory
MBA 622	Advanced Auditing
MBA 624	Advanced Taxation: Corporations, Partnerships, Estates and Trusts

*If pursuing the accounting specialization, 12 additional credits of prerequisite accounting courses are needed as follows:

Intermediate Accounting (6)

Auditing (3)

Taxation (3)

(Note: Students specializing in accounting will take the Integrative MBA Capstone Experience-MBA 650 in place of Accounting and Finance for Business Leaders-MBA 507.)

Human Resources Management (9 credits):

MBA 552	Regulations of Human Resource Management
MBA 557	Performance, Compensation, and Reward Systems
MBA 558	Employee Relations and Services

(Note: Students specializing in Human Resource Management will take the Integrative MBA Capstone Experience - MBA 650 in place of an elective.)

Electives (3 credits):

PHL 500	Experimental Phenomenology

Note: Other electives are available. Contact the Business Graduate Programs Director.

Experiential Learning:

An experiential learning placement is required either at the undergraduate or the graduate level to earn the MBA. This experience (such as an internship or permanent business-related employment) can be credit bearing (graduate or undergraduate) or non-credit bearing. Requirements and request forms can be obtained from the business graduate programs director.

MBA Courses Required for Students on the 5 Year BS/MBA Track in the Senior and Fifth Year

Note, in the first three years of undergraduate study, semesters with overloads or summer work may be needed to complete the program in five years. For students with a business-related undergraduate major, total credits for the BS/MBA track typically ranges between 150 and 153.

Full-time Distribution

Fall I Semester (Senior Year) *Total Credits 6*

MBA 500	Org Behavior & Dev.	3
MBA 501	Law & Bus Environment	3

Spring I Semester (Senior Year) *Total Credits 6*

MBA 503	Marketing Mgmt	3
MBA 504	Info Analysis & Interpret	3

Fall II Semester (Fifth Year) *Total Credits 12*

MBA 508	IS for Management	3
MBA 506	HRM for Leaders	3
MBA 509	Managerial Economics	3
MBA 507	Acct & Finance	3
OR	OR	
MBA 620	Financial Acct Theory	

Spring II Semester (Fifth Year) *Total Credits 12*

MBA 650	Integrative Capstone	3
MBA 612	Strategic Management	3
OR	OR	
MBA 624	Advanced Taxation	
MBA 610	Organizational Leadership OR	3
OR		
MBA 622	Advanced Auditing	
	Graduate Level Elective	3

Distribution of courses for part-time students will vary depending on the amount of credits each individual student takes each semester

Master of Business Administration Course Descriptions (MBA)*

*Note: prerequisites for courses are listed only at the graduate level assuming all other prerequisites for MBA enrollment are completed.

500 Organizational Behavior and Development 3 credits

This course is a systematic study of the organizational behavior and development fields that focus on improving productivity, quality, and assisting management in developing methods to empower people as well as to design and implement change programs. The importance of person-organization fit is emphasized.

501 Law, Ethics, and the Business Environment 3 credits

This course covers the legal and regulatory environment in which a business operates and with which it must be in compliance. Some of the ethical considerations that should be addressed in making business decisions that can balance the benefits and costs for all constituencies including society as a whole will also be covered.

503 Marketing Management 3 credits

This course covers marketing concepts and issues as applied to industry, nonprofit organizations and government agencies. Focus is on the unique attributes of marketing, market segmentation principles, target marketing, relationship marketing, promotion planning, market research, competitor analysis and marketing strategies.

504 Information Analysis and Interpretation 3 credits

This course provides students with frameworks and analytical tools to evaluate the economic and strategic implications, including those related to customer service, market research, financial management, product innovation, and manufacturing, of information analysis and interpretation as well as the pitfalls of making decisions based on the incorrect interpretation of data. Issues that are important to all managers are addressed.

506 Human Resources Management for Leaders 3 credits

This course examines the role of Human Resource Management (HRM) in the leadership of organizations. Topics include strategic HRM, legal environment of HR, compensation issues, labor-management relations and the development of a personal HR philosophy.
Prerequisite: MBA 501 or equivalent

507 Accounting and Finance for Business Leaders 3 credits

This course covers the analysis and interpretation of corporate annual financial reports, making credit and management decisions based upon the analysis of financial statements, preparation of operational and cash budgets, preparation of financial forecasts, the incorporation of tax implications into decision-making, analysis of sources of capital, utilization of capital budgeting techniques, monitoring of cost and budget reports, management of working capital, and consideration of ethical implications in accounting and finance decisions.

508 Information Systems for Management 3 credits

This course is designed to provide students with frameworks and analytical tools to understand the economic and strategic implications of Information Technology (IT), transformation dynamics, and risks and pitfalls of IT decisions. Information Systems issues that are important to all managers are addressed including those related to customer service, market research, financial management, product innovation, manufacturing, and knowledge management. The potential of IT to change the landscape of global competition, increase productivity, change industry structure, make markets more efficient, and alter a firm's boundary and competitive position is covered.

509 Managerial Economics 3 credits

The managerial economics course focuses on the application of a limited number of micro economic concepts that are relevant to business decisions. A limited number of economics concepts will be developed based upon their applicability to a range of business decisions. Among the concepts developed and applied are: elasticity, cost minimization, profit maximization, competition, productivity, marginal analysis, game theory, expected valuation, present and future valuations, capital investment modeling, demand measurement, modeling and forecasting, short and long run production planning (optimal plant sizes). Market structure discussion is presented as introduction to and application of Michael Porter's Five Competitive Forces. While some mathematics and statistics are used to have access to some of the more powerful and useful applications of economic concepts, emphasis is on practical application rather than quantitative theory.

552 Regulation of Human Resource Management 3 credits

This course is an examination of the legal environment of the workplace and its impact on the human resource function. Compliance with state and federal laws and regulations will be emphasized. It offers an overview of the statutory scheme regulating employment and labor relations, presented primarily through pertinent statutes and their judicial interpretation (case law). Topics include, but are not limited to, issues of discrimination in the workplace, labor relations, health and safety issues, and employment standards.
Prerequisite: MBA 506

557 Performance, Compensation and Reward Systems 3 credits

This course explores the performance appraisal function and process and its linkage to compensation system development, including performance-based pay and benefits (total compensation strategies), and to reward systems.
Prerequisite: MBA 506

558 Employee Relations and Services 3 credits

The course examines employee relation issues including management systems and procedures, job design, work environment, and growth and development. Additionally, students study employee services ranging from employee assistance programs and counseling to child and elder care.
Prerequisite: MBA 506

610 Organizational Leadership 3 credits

In this course students examine theories and models of organizational leadership to obtain knowledge of the historical and current research in the field. Students diagnose and analyze organizational problems and recommend appropriate methods for instituting effective organizational change. Students also focus on understanding the principles of leadership in order to adopt a personal philosophy of leadership.
Prerequisite: MBA 506

612 Strategic Management 3 credits

This course introduces students to how an organization must in fact deal with all of the complexities and constraints of the business environment and how situational factors impact strategic decisions. The tools of strategy analysis are used extensively and the process of industry and competitive analysis is employed to make decisions and craft concrete strategic plans capable of producing organizational effectiveness. This course also serves the purpose of integrating much of the knowledge gained in the core business curriculum.
Prerequisite: All MBA core courses

620 Accounting Theory 3 credits

This course covers in depth the established conceptual frameworks for financial reporting and the process by which generally accepted accounting principles (GAAP), both in the United States and internationally, become required standards from the investigation of emerging issues to final passage by an authoritative body. Also, GAAP that have been adopted in the two years preceding the date of the course offering and the current status of new GAAP in the process of being investigated by authoritative bodies will be covered.

622 Advanced Auditing 3 credits

This course is designed to build on the foundation in auditing standards and practice that is established in undergraduate auditing courses.

624 Advanced Taxation: Corporations, Partnerships, Estates and Trusts 3 credits

This course covers the analysis and preparation of federal corporate, partnership, and fiduciary tax returns. Tax consequences of the formation, operation, and liquidation of the various forms of a corporation are also covered in depth.

650 Integrative MBA Capstone Experience 3 credits

This experience is designed to integrate the knowledge and competencies covered in the MBA core and the Management Specialization courses in addressing authentic business problems and challenges.
Prerequisite: All MBA core courses

PHL 500 Experimental Phenomenology 3 credits

Participants in this course will study the phenomenological method as introduced and practiced by Edmund Husserl, and as taken up by Martin Heidegger, Maurice Merleau-Ponty and other major contributors to the phenomenological tradition. In addition to studying the theory behind phenomenology, students in this course will also do phenomenology in a laboratory/workshop environment. In this way, participants will come to a better understanding of how they see the world, learn to adopt practices that will challenge their own preconceptions of reality, knowledge and human interactions (as well as the preconceptions of others), and thus enable them to bring a creativity of vision and flexibility of approach to management.

Education

College of Professional Studies and Social Sciences
Department Co-Chair, Susan Tomascik, PhD and Molly Vitale, PhD
Director of Graduation Education Programs Catherine J. Kosenak, BA, MA, MS Wilkes University; PhD University of Pennsylvania

Faculty

Stephen Broskoske, Associate Professor of Education, BS College Misericordia; MS Wilkes University, EdD Lehigh University

Joan L. Krause, Associate Professor Emeritus of Education, BS College Misericordia; MS Marywood College; MS University of Scranton

Patricia Marie McCann, RSM, Associate Professor of Education, BS College Misericordia; MS University of Scranton; EdD Lehigh University

Joseph P. Rogan, Professor of Education, BA Kutztown University; MA Marywood College; EdD Lehigh University

Susan R. Tomascik, Associate Professor of Education, BA Wilkes University; MS College Misericordia; PhD Marywood University

Molly Vitale, Associate Professor of Education, BS College Misericordia; MA, PhD The Pennsylvania State University

Philosophy

The graduate education program wants to attract experienced and dedicated classroom teachers who wish to become educational leaders. While it is expected that graduates of the graduate education program will be highly valued by their school districts and communities, the program is not designed to help classroom teachers become school administrators or to prepare teachers for roles outside their classrooms. The program respects and values classroom teachers; through it, we hope to empower these valued professionals and enable them to take the lead in making important educational decisions.

National reports indicate that our society wants classroom teachers to become more involved in the leadership and management of schools and of their profession. Teachers are willing to accept these new responsibilities; they are willing to take the lead in planning, implementing, and evaluating the educational programs needed in our nation's schools. But good intentions are not enough. The graduate education program is designed to help teachers gain the knowledge necessary and develop the skills required to function as leaders.

Program Goals

Graduates of the graduate education programs (GEP) (elementary education, instructional technology, supervisor of curriculum and instruction, and educational strategies) will demonstrate the ability to:

1. Establish mutually respectful relationships with administrators, colleagues, students, and parents based on a solid values system that emphasizes mercy, justice, service, and hospitality.
2. Effectively communicate with various school communities regarding current educational issues and trends and the principles of teaching and learning, which make schools effective and efficient.
3. Design, organize, and manage system-wide curriculum that prepares students within areas relating to the goals of quality education.
4. Coordinate district-wide subject area activities and subject area curriculum development.
5. Conduct evaluations of curriculum and instruction and apply the results to encourage and facilitate curricular and instructional improvements.
6. Use an understanding of how learning occurs as the basis for making curricular and instructional decisions that support the intellectual, social, and personal growth of all students.
7. Use an understanding of individual and group motivation, instructional practices, and assessment to create school environments that foster effective and efficient curricular and instructional practices and procedures, and that enable all students to master curriculum and meet high standards.
8. Use the tools of research and inquiry to gather and apply information needed to make educational decisions.
9. Identify how educational technology can be used to facilitate and improve teaching and learning processes.

Selection, Retention, Advancement, and Graduation Criteria-Graduate Students

To ensure quality, the GEP uses a series of assessments to monitor students' progress through their programs. Information gathered from these assessments is used to make admission, program entry, retention, advancement, and graduation decisions.

a. Graduate admissions process (traditional and transfer students)
    1. Initial admissions decisions are made by the Center for Adult and Continuing Education. Students are accepted to the university to participate in programs offered by the GEP only if they meet the following criteria:
    2. Participation in a rigorous undergraduate teacher education program, posting a cumulative grade point average of at least 3.0, and having a valid teaching certificate.
    3. Demonstration of an interest and commitment to becoming educational leaders by participating in volunteer, extracurricular, and/or independent activities in which they interact with groups of children.
    4. The ability to demonstrate they can meet a series of "essential performance skills" typically expected of educators.

a. Initial Review Process
Toward the end of their first semester, graduate students must meet with their GEP advisors to present information that indicates both their desire to participate in the GEP and that they possess the requisite academic abilities and performance skills to succeed in the program. During this meeting, the GEP's programs and policies are thoroughly explained.

a. National Teachers Examination
Graduate students must complete sections of PRAXIS II–The National Teachers Examination (that is, those required of their specialization—see www.pde.psu.edu), and meet or exceed the cut scores established by PDE.

b. Grading
Graduate students must earn a "B" or better in all education (EDU) classes.

c. Academic integrity and the honor code
At the beginning of every course, instructors inform students of the details of the GEP's academic integrity policy, which states that students are expected to do their own work (except when cooperative projects are assigned). If it is demonstrated that a student has submitted work completed by others or falsified information, the student's work is awarded a failing grade and the student is charged with a violation of the academic integrity policy.

d. Graduation
Students must meet all of the requirements for at least one GEP program to be recommended for graduation.

e. Teacher Certifications
Students who have completed one or more of the programs sponsored by the GEP and a series of other requirements set by accrediting organizations (for example, PRAXIS I and II scores, Act 34, 114, and 151 clearances), may be recommended for certification to the Pennsylvania Department of Education and/or other certifying organizations. Students may also opt to qualify for certifications provided by other states.

Certifications

All five graduate specializations have been reviewed and approved by the Pennsylvania Department of Education. Thus, students who complete the programs may be eligible for state certifications, as long as they meet other requirements established by PDE. Persons specializing in elementary education must possess a certification in another instructional area, but become eligible for an instructional certification in elementary education. Persons specializing in instructional technology become eligible for a program specialist certificate and persons specializing in supervision become eligible for a certificate in supervision. In light of the recent changes in Pennsylvania's certification guidelines (Chapter 49-2), modifications to the elementary and special education certifications will be necessary.

Specializations

Cited by the Pennsylvania Department of Education for its "innovative programmatic and curricular design," the graduate education program breaks away from traditional programming. It reflects and respects the learning styles and schedules of adult learners.

The graduate education program offers participants a common body of necessary skills and knowledge through a common 12-credit core requirement. It then allows students to pursue an area of interest by specializing in one of five focus areas —instructional technology, (18 credits), supervision of curriculum and instruction (18 credits), elementary education (21 credits), educational strategies (15 credits), and special education (see Tracks 1 through 4 for credit totals). Each program includes courses appropriate to the specialization and the opportunity to participate in additional elective courses, as well as independent and directed studies. The program‘s unique culminating experiences asks students to share what they have learned in their programs with colleagues by developing and implementing an in-service workshop.

Supervision of Curriculum and Instruction

Teachers should be primarily responsible for planning, implementing, and evaluating curriculum and instruction. The supervision specialization of the graduate education program gives them the knowledge and skills to deal with curriculum issues. Graduates can function as leaders of local school district curriculum planning teams, site-based management teams, building-level management teams, and will be able to otherwise work to improve curriculum in their schools. Participants in the curriculum track complete the core requirements, several required courses, two electives, and a professional contribution. Additionally, students participate in a post-graduate, projects-based internship in supervision.

The specialization meets all of PDE’s standards for supervision of instruction and curriculum. Candidates for certification must have a valid PDE instructional certificate and must have satisfactorily completed at least five years of classroom teaching.

Candidates for supervision certification must meet the requirements set by PDE, including completion of necessary tests.

Core		*12 credits*
EDU 500	Issues in Education	
EDU 504	Curriculum	
EDU 510	Learning	
EDU 515	Research Methods	
Required Courses		*12 credits*
EDU 530	School Law and Finance	
EDU 548	Clinical Supervision	
EDU 521	Teaching Methods	
EDU	Technology Course Requirement	
Electives		*6 credits*
EDU	Elective	
EDU	Elective	
Professional Contribution		*6 credits*
EDU 565	Staff Development	
EDU 595	Professional Contribution	
Total 36 credits		
Postgraduate Internship		*6 credits*
EDU 559	Supervision Internship	

Instructional Technology:

Teachers need to use advanced technology to implement modern curriculum. While they don’t need to become computer programmers or software writers, they do need to know how to use modern technology to plan and deliver instruction. The technology specialization of the graduate education program gives teachers the knowledge and skills, as well as the certification, they need to implement technology and to improve educational systems. Graduates can function as leaders of local school district instructional improvement teams, technology planning committees, site-based management teams, building-level management teams, and will also be able to otherwise work to improve instruction in their schools by helping their colleagues implement technology.

Participants who specialize in instructional technology complete the core, six required technology courses, and a culminating experience.

Core	*12 credits*
EDU 500	Issues in Education or EDU 567 Issues in Educational Technology
EDU 504	Curriculum
EDU 510	Learning
EDU 515	Research Methods
Required courses	*18 credits chosen from the following:*
EDU 552	Multimedia for Instruction
EDU 553	Instructional Design
EDU 554	Videography
EDU 556	Programming for Instruction
EDU 558	Introduction to the Internet
EDU 563	Hypermedia Theory and Application
EDU 566	Principles of Instructional Design
EDU 568	Distance Education and Hybrid Technology
Professional Contribution	*6 credits*
EDU 565	Staff Development
EDU 595	Professional Contribution
Total 36 credits	

Elementary Education

Veteran teachers often want to expand their teaching abilities and credentials. Currently certified teachers (for example, secondary educators) can prepare to teach in elementary classrooms by participating in the graduate education program's specialization in elementary education. In addition to becoming skilled curriculum developers, participants in this specialization become candidates for certification in elementary education.

The specialization in elementary education is available only to teachers who already have valid PDE instructional certification in another area. The specialization is not designed as a vehicle for initial certification; thus it does not deal with the state's general standards for teachers. It is designed to help currently certified teachers expand their credentials by adding a certification in elementary education. The specialization in elementary education meets all of PDE's specific standards for elementary education.

Candidates for certification must also meet requirements set by PDE. For example, they must satisfactorily complete the testing requirements set by PDE.

Core	*12 credits*
EDU 500	Issues in Education
EDU 504	Curriculum
EDU 510	Learning
EDU 515	Research Methods

Required Courses *21 credits*

EDU 575	Human Development
EDU 590	Basic Methods in Elementary Education
EDU 520	Curriculum and Methods in Reading
EDU 524	Curriculum and Methods in Language Arts
EDU 525	Curriculum and Methods in Mathematics
EDU 581	Seminar in Elementary Education
EDU 582	Observation and Practicum
EDU	Technology Course Requirement

Professional Contribution *6 credits*

EDU 565	Staff Development
EDU 595	Professional Contribution

Total 39 credits

Special Education

The special education specialization is unique in that four different pathways, or tracks, to a masters degree and/or certification are offered. Track 1 addresses the needs of educators who hold an Instructional I or II Certificate in Special Education. Track 2 addresses the needs of educators who already possess an Instruction I or II Certificate in Elementary Education. Educators pursing Track 3 hold and Instructional I or II, but not in Elementary or Special Education. Track 4 is designed for individuals who do not possess an Instructional I Certificate.

> Candidates for certification must also meet requirements set by PDE. For example, they must satisfactorily complete the testing requirements set by PDE, and in some cases, the student teaching requirement.

Core *Choose 12 credits*

EDU 500	Issues in Education
EDU 504	Curriculum
EDU 510	Learning
EDU 515	Research Methods
EDU 567	Issues in Educational Technology
EDU 517	Special Education
EDU 539	Learning Strategies
EDU 509	Assessment
EDU 573	Teaching in ESL Programs: Theory and Practice

12 credits

Track 1

EDU 517	Special Education*
EDU 515	Research Methods*
EDU 526	Characteristics I
EDU 527	Characteristics II
EDU 528	Methods I
EDU 509	Assessment*
EDU 529	Methods II
EDU 519	Inclusion

EDU 539	Learning Strategies*
EDU 585	Special Topics
EDU 576	Masters Project (6 credits)

36 credits (including core courses)

Track 2

EDU 517	Special Education*
EDU 515	Research Methods*
EDU 526	Characteristics I
EDU 527	Characteristics II
EDU 528	Methods I
EDU 509	Assessment*
EDU 529	Methods II
EDU 519	Inclusion
EDU 539	Learning Strategies*
EDU 585	Special Topics
EDU 576	Masters Project (6 cr.)
EDU 582	Observation and Practice (0-3 cr.)

37 credits (including core courses)

Track 3

EDU 517	Special Education*
EDU 515	Research Methods*
EDU 526	Characteristics I
EDU 527	Characteristics II
EDU 528	Methods I
EDU 509	Assessment*
EDU 529	Methods II
EDU 519	Inclusion
EDU 539	Learning Strategies*
EDU 520	Reading Methods
EDU524	Writing/LA Methods
EDU 525	Math Methods
EDU 576	Masters Project (6 credits)
EDU 577	Field (0 cr.)

43 credits (including core courses)

Track 4

EDU 517	Special Education*
EDU 515	Research Methods*
EDU 504	Curriculum*
EDU 505	Teaching
EDU 526	Characteristics I
EDU 527	Characteristics II

EDU 528	Methods I
EDU 519	Inclusion
EDU 509	Assessment*
EDU 529	Methods II
EDU 539	Learning Strategies*
EDU 520	Reading Methods
EDU524	Writing/LA Methods
EDU 525	Math Methods
EDU 582	Observation and Practice (0-3 cr.)
EDU 578	Student Teaching (12 cr.)

54+ credits (including core courses)

Educational Strategies

Teachers can expand their knowledge base with the educational specialization in educational strategies. This specialization is unique in that it is specifically designed to provide students with a graduate degree that combines the perspectives of learning designed coursework based on educational needs, and a focus on the K-12 educational spectrum of issues. The program provides a method of learning that allows for creativity and flexibility with its modified delivery model. This type of program encourages utilization of personal learning styles and responds to the educational needs of the community under the guidance of a faculty advisor and a variety of mentors. This program is especially appropriate for certified and practicing teachers and others interested in combining professional growth with best practices.

Participants who specialize in educational strategies complete the core, five designated graduate courses, and a culminating experience.

Core	*12 credits*
EDU 500	Issues in Education or
EDU 567	Issues in Educational Technology
EDU 504	Curriculum
EDU 510	Learning
EDU 515	Research Methods
Designated courses	*15 credits chosen from the following:*
EDU 620	Restructuring Schools and Classrooms
EDU 621	Strategies for Improving Instruction
EDU 622	Linking Assessment to Improved Instruction
EDU 623	Teaching to New State and National Standard
EDU 624	Enhancing School Climate
EDU 625	Technical Applications in Schools
EDU 626	Advanced Technological Applications
EDU 627	Integrating CAI into the Curriculum
EDU 628	Integrating Desktop Publishing
EDU 629	Web Page Development and HTML
EDU 531	College Teaching
EDU 532	Classroom and Instructional Management
EDU 533	Computer-Based Education
EDU 534	Teaching Sensitive Issues
EDU 535	Cooperative Learning
EDU 537	Outcomes-Based Education

EDU 538	Performance-Based Assessment	
EDU 539	Learning Strategies	
EDU 545	Instructional Support Teams/Elementary	
EDU 546	Instructional Support Teams/Secondary	
EDU 547	Collaboration and Consultation	
EDU 523	Curriculum Adaptations for Mainstreamed Adolescents	
EDU 630	Design and Delivery of Distance Learning Programs	
Professional Contribution		*3 credits*
EDU 595	Professional Contribution	
Total 30 credits		

Culminating Activity

As a culminating activity, students are required to develop and deliver a professional contribution, which is a project in which they attempt to create curricular change through staff development. They first participate in a 3-credit course in staff development, during which they develop their projects. During a subsequent semester, they formally deliver their projects to a group of colleagues or to a professional group.

EDU 565	Staff Development
EDU 595	Professional Contribution

Structure of the Graduate Curriculum

The curriculum of the graduate education program requires all students to complete four core courses, a specialization track, and a professional contribution.

Core Courses

EDU 500	Issues in Education or EDU 567 Issues in Educational Technology
EDU 504	Curriculum
EDU 510	Learning
EDU 515	Research Methods

Course Scheduling and Sequence

The graduate education program utilizes evening, weekend, online or on-campus formats throughout the school year and during the summer months. Students who enroll on a part-time basis can complete the program in three years. Full-time students can complete the program in two years. Students may take up to nine credits during each of the semesters of the school year and up to 12 credits during the summer term.

Graduate Education Course Descriptions (EDU)

500 Issues and Trends in Education 3 credits

Examines curriculum decision-making in light of federal and state legislation, court decisions, public policy, recent research, and exemplary educational program. Students complete a series of readings, participate in discussions, and complete a major paper.

504 Curriculum 3 credits

Examines the theories and models and procedures of curriculum design and assessment. Students design and assess actual curriculum.

500 Issues and Trends in Education 3 credits

This course prepares students to understand, administer and/or interpret assessment information in educational settings.

Prerequisite: EDU 517

510 Learning 3 credits

Relates major contemporary theories of education to current methods of teaching. Discusses how the theories and methods affect curriculum and curriculum decisions. Students create a project that relates theories and methods to curriculum decisions.

515 Research Methods 3 credits

Provides students with an understanding of the concepts, principles, and techniques associated with the investigation of specific research problems in organizational behavior and management.

Prerequisite: MTH 115

517 Special Education 3 credits

Students will identify the historical, philosophical, and the legal foundations of special education.

518 The Internet 3 credits

Provides students with an opportunity to explore electronic communications and information storage, access, and use as they relate to the Internet. Students will develop skills needed for personal communications, web information, Internet research, and telecomputing.

519 Inclusion 3 credits

This course introduces students to the nature and purposes of inclusion of students with disabilities in regular education. It highlights research-based planning, instructional, management, assessment, and communication practices. These practices facilitate successful inclusion of students with various disabilities.

Prerequisite: EDU 517

520 Curriculum and Methods in Reading 3 credits

Focuses on effective and efficient teaching methods and materials, used to teach reading in elementary classrooms. This course is designed for currently certified teachers.

Prerequisite: EDU 590

521 Teaching Methods 3 credits

Prepares supervisors to identify and support ‘best practices’ in planning, implementing, and assessing instruction.

523 Curriculum Adaptations for Mainstreamed Adolescents 3 credits

Prepares special and regular educators to effectively integrate mildly handicapped students in regular education.

524 Curriculum and Methods in Language Arts 3 credits

Focuses on effective and efficient teaching methods and materials, used to teach language arts in elementary classrooms. This course is designed for currently certified teachers.

Prerequisite: EDU 590

525 Curriculum and Methods in Mathematics 3 credits

Focuses on effective and efficient teaching methods and materials, used to teach mathematics in elementary classrooms. It is designed for currently certified teachers.

Prerequisite: EDU 590

526 Characteristics I 3 credits

This course helps students to develop an in depth knowledge of individuals (across the life span) with disabilities. These individuals are served by special education because of mental retardation, physical disabilities, health impairments and autistic spectrum disorders. It focuses on etiology, characteristics that affect learning and teaching, as well as identification and assessment of individuals with disabilities.

Prerequisite: EDU 517

527 Characteristics II 3 credits

This course helps students to develop an in depth knowledge of individuals (across the life span) with disabilities. These individuals are served by special education because of learning disabilities, emotional disturbances, and other health impairments as manifest in conditions such as ADHD. It focuses on etiology and characteristics that affect learning and teaching, as well as identification and assessment of individuals with disabilities.

Prerequisite: EDU 526

528 Methods I 3 credits

This course allows students to develop advanced skills needed to plan, implement, and assess teaching and learning in programs for students with moderate to profound disabilities.

Prerequisite: EDU 526

529 Methods II 3 credits

This course allows students to develop advanced skills needed to plan, implement, and assess teaching and learning in learning support and emotional support programs.

Prerequisite: EDU 528

530 School Law and Finance 3 credits

Introduces students to how state and local school district laws and policies govern curriculum and how school programs are financed.

531 College Teaching 3 credits

Introduces prospective and novice college faculty to instructional practices and procedures related to teaching college courses. Topics include developing syllabi and instructional plans, teaching methods, test construction, and evaluation procedures.

532 Classroom and Instructional Management 3 credits

Identifies how special educators and elementary teachers can improve how they manage classrooms. Motivation and discipline issues are discussed.

533 Computer-based Education 3 credits

This laboratory course allows students to experience first-hand the effects of computer-based educational programs and create an awareness of how CBA can be used in schools.

534 Teaching Sensitive Issues 3 credits

This course identifies educationally sensitive issues related to sex education and related topics and prepare to deal with the issues in classroom situations.

535 Cooperative Learning 3 credits

Introduces students to cooperative learning and develops skills related to the implementation of cooperative learning strategies in elementary and secondary schools.

537 Outcomes-based Education 3 credits

This course introduces students to OBE and to policies and procedures that facilitate the effective implementation of outcomes-based programs.

538 Performance-based Assessment 3 credits

This course introduces students to performance-based assessment and to policies and procedures which facilitate the effective implementation of PBA in classroom situations.

539 Learning Strategies 3 credits

This course introduces students to the Strategies Intervention Model (SIM), an approach to helping at-risk secondary students by empowering them with learning strategies (Kansas University).

545 Instructional Support Teams/Elementary 1 credit

This advanced course helps elementary teachers apply concepts of instructional support in their school settings.

546 Instructional Support Teams/Secondary 1 credit

This advanced course helps middle level and secondary teachers apply concepts of instructional support in their school settings.

547 Collaboration and Consultation 3 credits

This course introduces a process regular and special education teachers can follow to jointly implement programs to assist at-risk students.

548 Clinical Supervision 3 credits

This course explores and implements models and practices of clinical supervision. Supervision projects are completed in the field.

552 Multimedia for Instruction 3 credits

This course introduces students to the development and use of multimedia in education and training. Students examine current uses of multimedia and consider its future. Students create graphic, video, and audio media, as well as new formats as they emerge.

553 Instructional Design 3 credits

This course reviews models of teaching and training which might be used in professional development activities (e.g., in-service programs, college teaching, training activities) to determine whether and how they can be improved by applications of educational technology.

554 Videography 3 credits

This course prepares students to create a production for use in a digital environment.

556 Programming for Instruction 3 credits

This course introduces students to computer programming for educational and training applications. It emphasizes interface design and interactivity. The language(s) will vary with needs and trends.

558 Introduction to Networking 3 credits

This course introduces students to the types of computer networking needed for distribution of educational and training applications. Languages and platforms used are determined in response to the needs of students enrolled and trends in education and training.

559 Supervision Internship 3 credits

This post-degree internship allows candidates for certification in supervision to engage in activities typical of educators who work as supervisors of curriculum and instruction. The internship is project-based and requires two semesters to complete.

563 Hypermedia Theory and Application 3 credits

Using both laboratory classroom situations and equipment, this course introduces students to computer-based techniques that teachers and trainers might use to develop and deliver instruction and training.

565 Staff Development 3 credits

This course helps students identify and develop skills needed to plan, implement, and assess professional development programs for school faculties and business personnel. Procedures and practices related to conducting needs assessments and to delivering and evaluating the effects of in-service programs are highlighted. Students actually prepare a development activity that they may use to complete their professional contributions.

566 Principles of Interface Design 3 credits

This course introduces students to procedures used to create computer-based interface and screen designs. Commercially available and web-based programs and units are evaluated in terms of how well they relate to design principles and as to their efficiency.

567 Issues and Trends in Educational Technology 3 credits

This course provides students with an opportunity to investigate current issues related to computer-moderated teaching and learning.

568 Distance Education and Hybrid Technologies 3 credits

This course introduces students to the operation of distributed educational technologies, including the development and delivery of asynchronous and synchronous mediated and stand-alone communication technologies, including distance learning.

575 Human Development 3 credits

An in-depth study of growth and development as it relates to elementary-aged students, this course explores current research and recent developments in educational psychology.

576 Masters Project 6 credits

This course is designed to be a practical hands-on culminating experience to the special education specialization of the masters program. It is designed to be a flexible yet rigorous course.

577 Field 0 credits

All graduate education majors seeking certification must independently propose and then deliver a set of projects related to the needs of a community classroom or another setting that serves students they will eventually teach (e.g., a group home, a preschool, etc.). Students must complete a minimum of twenty five (25) hours observing veteran classroom teachers and participating in their classrooms.

578 Student Teaching 12 credits

The culminating activity of the university's graduate education program for candidates seeking certification is the student teaching experience. This experience places students (all majors) in classroom situations where they complete their development as teachers by demonstrating their abilities to fully function as classroom teachers. Student teachers spend the first half of the student teaching semester in one setting and the second half in another. In each placement student teachers work under the guidance and supervision of master teachers and university supervisors.

581 Seminar in Elementary Education 3 credits

Current issues and trends in elementary education are addressed.

582 Observation and Practice 0-3 credits

Elementary specialization participants are expected to log 100 hours observing and participating in elementary classrooms. Specific objectives must be met and students must maintain journals.

585 Special Topics Variable credit

The graduate education program features a series of 1-, 2-, and 3-credit courses, which deal with special topics of interest to teachers. They are taught by respected and expert adjunct faculty who are leaders in their communities and/or schools. A few special topics are scheduled each semester and several are available during the summer term. Most special topics may be used as electives within the graduate education program.

Special topics courses have included:

Integrating Learning Systems
College Programs for Disabled Students
Integrating Technology in the Classroom
Religion in Public Schools
The Federal Education Agenda
Characteristics of Excellence
Sensitive Issues in Sexuality
Multicultural Education: Heritage Curriculum
Integration Curriculum
Censorship in the Arts
Multicultural Education: Literature in High School
Curriculum of the Future
Curriculum Update: State Requirements

Education in Japan
The Self-Study Process
Ethics in Education
Adaptations for Exceptional Students/Secondary
Parents'/Students' Rights in Special Education
Preparing Students for Post- Secondary Education

590 Basic Methods in Elementary Education 3 credits

This course focuses on the structure and process of elementary education and highlights effective and efficient teaching methods and materials, which may be used in elementary education. This course is designed for currently certified, albeit not elementary, teachers.

595 Professional Contribution 3 credits

This course allows students the opportunity to implement major curriculum projects by conducting and formally and publicly presenting their professional contributions.

Prerequisite: EDU 565

599 Independent Study Variable credit

This course allows students to conduct independent investigations of specific topics of interest and/or to complete a school-based project. They are planned, implemented, and evaluated with the assistance of a mentor appointed by Misericordia University. A contract learning format is used.

620 Restructuring Schools and Classrooms 3 credits

This course assists teachers and administrators to develop a knowledge of research, motivation, theories, and successful initiatives involved in the school reform effort.

621 Strategies for Improving Instruction 3 credits

This course examines strategies teachers need to implement more flexible, creative approaches to instruction found in schools and classrooms implementing restructuring to create 21st century classrooms.

622 Linking Assessment to Improved Instruction 3 credits

This course describes what changes in assessment mean for schools trying to restructure and meet new state and national performance standards.

623 Teaching to New State and National Standards 3 credits

This course reviews current state and national performance and curriculum standards, shares findings from policy makers on making instructional decisions in local schools, and allows participants to develop implementation strategies in their curricular areas.

624 Enhancing School Climate 3 credits

This course presents research-based strategies that create a positive school climate, improve leadership and collaboration, and enhance individual effectiveness and resiliency to organizational change.

625 Technical Applications in Schools 3 credits

This course explores the promise an assortment of technologies hold for teaching to diverse learners, reaching equity, and teaching to high standards in heterogeneous classrooms.

626	Advanced Technological Applications	3 credits

This course enables participants to perform advanced functions including creating directories, performing back up procedures, restoring files, creating batch files, and performing multitasking through windows applications. Spreadsheet and data based tools as well as PowerPoint are integrated.

627	Integrating CAI into the Curriculum	3 credits

This course enables students to use the more popular computer assisted instructional programs and integrated learning systems (Jostens, CCC, IBM's TLC, etc.) in both classroom and laboratory settings.

628	Integrating Desktop Publishing	3 credits

This course prepares students to develop the understandings and skills necessary to use desktop publishing programs such as Works, Word, WordPerfect, Publisher, and related applications.

629	Web Page Development and HTML	3 credits

This course prepares students to become competent in the design and construction of Web Pages using HTML authoring language.

630	Design and Delivery of Distance Learning Programs	3 credits

This course familiarizes students with the uses of satellite technology, interactive video conferencing, and other distance learning strategies for use in the 21st century classroom.

Transfer Students

The graduate education program allows students to transfer up to six credits from other accredited graduate programs. Students who have earned a master's equivalency certificate from the Pennsylvania Department of Education may transfer up to nine credits. Students who have completed graduate degrees at other institutions may transfer up to 12 credits. All requests for credit transfers must be reviewed and approved by the registrar in consultation with the director of the graduate education program.

Teaching English as a Second Language Post-baccalaureate Certificate

See Teaching English as a Second Language Certificate, page 307.

Nursing

College of Health Sciences
Degree MSN, Nursing
Program Director, Brenda Hage, PhD

Faculty

Brenda Hage, Associate Professor of Nursing, BSN State University of New York at Albany; MSN College Misericordia, PhD Virginia Commonwealth University
Cynthia Mailloux, Associate Professor of Nursing, BSN, Wilkes University; MSN College Misericordia; PhD Pennsylvania State University

Brenda Pavill, Associate Professor of Nursing, BS Wilkes University; MS Bloomsburg University; MSN College Misericordia; PhD Marywood University

Donna Ayers Snelson, Associate Professor of Nursing, BSNE Wilkes University; MSN University of Pennsylvania

Jean R. Steelman, Professor of Nursing, BS Wilkes University; MSN College Misericordia; PhD New York University

Annette Weiss, Assistant Professor of Nurisng, BSN The Pennsylvania State School of Nursing, MSN University of Hartford

Graduate Nursing Program

Graduate education enables professional nurses to realize their creative leadership potential and provides opportunities for collaborative functioning with health professionals and others in effecting change in nursing practice and health care. Specialization occurs on the graduate level, which provides for in-depth knowledge and experience in specific clinical and functional areas. Advanced knowledge provides the foundation for effective leadership in nursing. Scientific inquiry is an integral part of graduate education in nursing. Such inquiry provides the basis for acquisition of increased competencies in utilization of research and increased knowledge base in the analysis and synthesis of theories related to the practice of nursing. Graduate education provides the foundation for doctoral study in nursing.

Program Description

The nursing faculty believes that advanced practice nurses are expert clinicians with master's degree educational preparation. These practitioners are prepared to function as providers and organizers of the health care delivery process as well as in faculty positions in nursing education or in mid-level administration positions. The primary role of the advanced practice nurse is the clinical role; case management processes and educational theories and methods are used to enhance the practitioner's expert base of advanced practice clinical skills and knowledge.

Master's-prepared nurses directly assess, make clinical decisions, and manage health problems and health promotion needs of individuals, families, and communities. In addition, their jobs often require them to teach and supervise professional and non-professional staff, oversee quality assurance, utilize clinical research, and implement and evaluate programs to promote health. The master's program prepares advanced practice nurses by blending graduate core courses with the clinical and functional foci necessary to prepare flexible providers who can respond to the comprehensive needs of clients in the 21st century.

Program Goals

The graduate nursing program at Misericordia University is designed to:

1. provide clinically prepared nurse educators, practitioners, and administrators for leadership positions in nursing education and the health care delivery system;
2. prepare graduates to use the research process to improve nursing practice, nursing education, and contribute to nursing's body of knowledge;
3. prepare graduates to initiate innovative, creative approaches to the emerging needs and demands of society related to the health care delivery system; and
4. provide an educational base for graduates to pursue further education and professional development.

Admission Criteria for Graduate Nursing Program

Full Admission - Applicants are eligible for full admission to the graduate nursing program if: (1) they have an undergraduate GPA between 2.50 and 2.99 and have scored in at least the 35th percentile on the MAT or GRE examination; or (2) they have an undergraduate GPA of 3.00 or higher and have scored in the 25th percentile or higher on the MAT or GRE examinations.

Provisional Admission - Applicants who have an undergraduate GPA of 2.50 to 2.99 and have scored below the 35th percentile on the MAT or GRE examination are eligible for provisional admission. Students in this category will be required to complete 12 graduate credits at Misericordia University, half of which must be in required courses, with grades no lower than "B" before being granted full and unconditional admission to the graduate nursing program.

Denied Admission - Applicants who have less than a 2.50 undergraduate GPA or score below the 25th percentile on the MAT or GRE examination will be denied admission to the graduate nursing program. Applicants to all graduate nursing programs must submit the following documentation in addition to that required by the university:

a. official transcripts demonstrating graduation from an NLN- or CCNE-accredited baccalaureate nursing program;
b. a statement of the applicant's professional goals for graduate education;
c. a copy of the applicant's current professional nurse registration;
d. transcript documentation of an undergraduate physical assessment course or equivalent evidence, an undergraduate statistics course; and an undergraduate research course; and evidence of a minimum of one year of recent clinical practice.

In addition to b, c, and d above, applicants to the post-master's certificate program must submit:

a. official transcripts demonstrating completion of a master's degree in nursing; and
b. transcript or equivalent evidence of graduate level pathophysiology, pharmacology, and health assessment and role development courses.

Additional information

a. Computer literacy is an expectation for all graduate nursing courses. E-mail addresses and Internet access are provided by the university.

Admission Criteria for Admission to RN to MSN Program

Full Admission - Registered nurse applicants are eligible for full admission to the RN to MSN program if they meet the following criteria, in addition to that required by the university:

a. graduation from an approved associate's degree or diploma nursing program. Students are required to submit transcripts of all prior college-level course work and a copy of the RN license;
b. minimum grade point average of 2.75 for all prior college-level course work;
c. official written verification of a minimum of 1,000 hours of clinical practice in the past three years (waived for graduates of basic nursing programs in the three years prior to application);
d. acceptable Miller Analogy Test (MAT) scores (see below);
e. a statement of professional goals for graduate education; and,
f. three letters of recommendation.

Applicants whose GPA is 2.75 to 2.99 must have a MAT score at the 35th percentile; applicants with a GPA of 3.00 or higher must have a minimum MAT score of the 25th percentile.

Denied Admission - Registered nurse applicants who have a GPA of less than 2.75 will be denied admission to the RN to MSN program.

Additional Information

Curriculum

The graduate nursing curriculum consists of courses in three areas: the graduate nursing core, the advanced practice core, and the clinical and/or functional specialization.

The graduate nursing core courses provide support for clinical and functional role development and focus on such areas as research; policy, organization and financing of health care; ethics; theoretical foundations of nursing practice; and human diversity and social issues. The graduate nursing core culminates in a capstone course in which all candidates for the master of science degree in nursing demonstrate the ability to integrate theory, research, and clinical and/or functional practice.

The advanced practice nursing core courses build on knowledge acquired from the graduate nursing core and provide students with foundational understanding of professional role development, advanced assessment, pathophysiology, and pharmacology.

Advanced practice clinical specialization courses reflect the changing trends in health care that require application of advanced clinical skills and development of collaborative roles. All clinical management courses provide for precepted clinical practice that concentrates on health restoration, health maintenance and health promotion. Clinical practice courses incorporate recommendations from ANA's Standards and Scope of Nursing Practice; Healthy People 2010; AACN's Essentials of Master's Education for Advanced Practice Nursing; and NONPF's Curriculum Guidelines and Program Standards for Nurse Practitioner Education. Students who select any of the advance practice options, with the exception of the family nurse practitioner option, also complete course work in the functional specialization areas of nursing education or administration. All graduate nursing students must have the following documents on file before beginning clinical experiences: current copy of professional license, CPR certification, health clearance, professional liability insurance, and criminal record and child abuse check.

The curricular options currently offered by the nursing department include:

Clinical Nurse Specialist: The adult option provides students with advanced clinical nursing skills to address health promotion needs of adults and to collaborate with members of the health care team in managing episodic and chronic health care problems of adults in acute care, ambulatory care, HMOs, long-term care, and home care settings. This option consists of 43 credits in the areas of the graduate nursing core, advanced practice core, adult health clinical specialization and functional specialization. Students must complete 500 hours of clinical practice under the direct supervision of qualified preceptors. Graduates who complete this course of study may take the examination for certification by the American Nurses' Credentialing Center (ANCC) as a clinical nurse specialist in medical-surgical nursing.

Clinical Nurse Specialist: The women and children's health option gives students the opportunity to develop advanced nursing skills to provide care to women and children in a variety of inpatient and outpatient settings. The focus of this 43-credit program of study is the clinical management of common health promotion needs and problems of women and children. Students complete a minimum of 500 hours of precepted clinical practice along with courses in the graduate nursing core, the advanced practice core, and clinical and functional specialization areas. Graduates are prepared to work collaboratively with other health care providers in school-based clinics, well-child and prenatal clinics, inpatient obstetrical and pediatric units, ambulatory care, and other community agencies serving women and children. Students who complete this course of study may seek certification through the Association of

Women's Health, Obstetric and Neonatal Nursing's (AWHONN) examinations in the areas of ambulatory women's health, maternal newborn nursing, and low-risk neonatal nursing.

Family Nurse Practitioner: The Family Nurse Practitioner option prepares students to function as principal providers of primary health care to families and individuals across the life span. The focus of this 45-credit program of study is the primary care management of acute episodic and stable, chronic health problems of individuals and families. Students complete the graduate nursing core, the advanced practice core, and clinical specialization courses along with a minimum of 650 hours of direct clinical practice under the supervision of qualified nurse practitioner and physician preceptors. Graduates are certified as nurse practitioners in family health and qualify to take national family nurse practitioner certification examinations offered by the ANCC and the American Academy of Nurse Practitioners.

The Post-master's Certificate Options:

1. Family Nurse Practitioner

   The family nurse practitioner certificate option provides the opportunity for nurses who already have an earned master's degree in nursing in another clinical specialization to complete requirements to qualify for certification as a family nurse practitioner. The certificate program consists of a minimum of 24 credits from the advanced practice nursing core and the clinical specialization area. Additional credits in pathophysiology, pharmacology, and health assessment and role development may be required based on evaluation of previous university and professional experiences. Post-master's certificate program students complete a minimum of 630 hours of directed clinical practice in primary care under the supervision of qualified clinicians.

2. Nursing Education

   The nursing education certificate option provides the opportunity for nurses who have an earned master's degree in nursing to extend their knowledge in the area of nursing education. This certificate program consists of twelve credits which include NSG 504, NSG 505, NSG 535, and NSG 570

Program Scheduling

All graduate nursing options are available in a part-time evening format. Selected courses may be offered in an online or accelerated format. All graduate nursing courses are scheduled for Thursday beginning at 4:00 pm.

Structure of the Graduate Nursing Program

Core Graduate Nursing Courses		*12 credits*
NSG 512	Concepts and Theories in Nursing	3
NSG 517	Research Analysis and Utilization	3
NSG 555	Legal, Ethical, and Public Policy Issues in Health Care	3
NSG 599	Graduate Synthesis	3

Core Advanced Practice Nursing		*9 credits*
NSG 514	Foundations of Advanced Practice Nursing	3
NSG 551	Advanced Pharmacology	3
NSG 552	Pathophysiology for Advanced Practice	3

Nursing Clinical Specialization Courses Adult Health *13 credits*

NSG 557	Care of Adults with Health Promotion Needs and Episodic Health Problems	2
NSG 562	Care of Adults with Chronic Health Needs and Problems	2
NSG 576	Advanced Nursing Management of Adults with Health Promotion Needs and Episodic Health Problems	3
NSG 577	Advanced Nursing Management of Adults with Chronic Health Needs and Problems	3
NSG 591	Advanced Practice Nursing Clinical Synthesis	3

Women's and Children's Health *10 credits*

NSG 559	Health Care of Women	3
NSG 565	Health Care of Children	3
NSG 578	Advanced Nursing Management of Women with Health Promotion Needs and Health Problems	2
NSG 579	Advanced Nursing Management of Children with Health Promotion Needs and Health Problems	2

24 credits

Family Nurse Practitioner

NSG 554	Diagnostic Reasoning and Therapeutic Interventions for Primary Care Nursing	3
NSG 556	Primary Care Management of Children with Health Promotion Needs and Health Problems	2
NSG 557	Care of Adults with Health Promotion Needs and Episodic Health Problems	2
NSG 558	Primary Care Management of Adults with Health Promotion Needs and Episodic Health Problems	2
NSG 559	Health Care of Women	3
NSG 561	Primary Care Management of Women's Health Problems and Health Promotion Needs	2
NSG 562	Care of Adults with Chronic Health Needs and Problems	2
NSG 563	Primary Care Management of Adults with Chronic Health Needs and Problems	2
NSG 565	Health Care of Children	3
NSG 567	Family Nurse Practitioner Clinical Synthesis	3

Functional Specialization *12 credits*

All students who have not selected the family nurse practitioner clinical specialization option are required to complete nine credits in a functional specialization. The functional specialization that is offered is nursing education.

Nursing Education

NSG 504	Curriculum Design	3
NSG 505	Teaching-Learning Strategies	3
NSG 570	Faculty Role Development	3
NSG 535	Nursing Education Practicum	3

Clinical Nurse Specialist: Adult Health

Semester 1

NSG 551	Advanced Pharmacology	3
NSG 552	Pathophysiology	3

Semester 2

NSG 512	Concepts and Theories	3
NSG 514	Foundations of APN	2

Semester 3

NSG 517	Research Analysis & Utilization	3

Semester 4

	Functional Area Course	3
NSG 557	Episodic Adult	2
NSG 576	Clin. Mgmt. Episodic	3

Semester 5

NSG 562	Care Chronic Adult	2
NSG 577	Clin Mgmt. Chronic	3

Semester 6

NSG 555	Legal, Ethical,Pub. Pol.	3
	Functional Area Course	3

Semester 7

	Functional Practicum	3

Semester 8

NSG 599	Synthesis	3
NSG 591	Clinical Synthesis	3

Total Credits 43 credits

Clinical Nurse Specialist: Women and Children's Health

Semester 1

NSG 551	Advanced Pharmacology	3
NSG 552	Pathophysiology	3

Semester 2

NSG 512	Concepts and Theories	3
NSG 514	Foundations of APN	3

Semester 3

NSG 517	Research Analysis & Utilization	3

Semester 4

	Functional Area Course	3
NSG 565	Health Care Child	3
NSG 579	Clin. Mgmt. Children	3

Semester 5

NSG 559	Health Care Women	3
NSG 578	Clin. Mgmt. Women	3

Semester 6

	Functional Area Course	3
NSG 555	Legal, Ethical, Pub. Pol.	3

Semester 7

	Functional Practicum	3

Semester 8

NSG 599	Synthesis	3
NSG 591	Clinical Synthesis	3

Total Credits 45 credits

Family Nurse Practitioner Option

Semester 1

NSG 551	Advanced Pharmacology	3
NSG 552	Pathophysiology	3

Semester 2

NSG 512	Concepts and Theories	3
NSG 514	Foundations of APN	3

Semester 3

NSG 517	Research Analysis, Utilization	3
NSG 554	Diagnostic Reason	3

Semester 4

NSG 555	Legal, Ethical, Public Policy Issues	3
NSG 557	Episodic Adult	2
NSG 558	Prim. Care Epi. Adult	2

Semester 5

NSG 562	Chronic Adult	2
NSG 563	Pri. Care Chronic Adult	2

Semester 6

NSG 565	Health Care Child	3
NSG 556	Pri. Care Mgmt. Child	2

Semester 7

NSG 559	Health Care Women	3
NSG 561	Pri. Care Mgmt. Women	2

Semester 8

NSG 599	Synthesis	3
NSG 567	FNP Clinical Synthesis	3

Total Credits 45 credits

Family Nurse Practitioner Post-Master's Certificate Option*

Semester 1

NSG 554	Diagnostic Reasoning	3
NSG 552	Pathophysiology	3

Semester 2

NSG 557	Episodic Adult	2
NSG 558	Prim. Care Epi. Adult	2

Semester 3

NSG 559	Health Care Women	3
NSG 561	Prim. Care Women	2

Semester 4

NSG 565	Health Care Child	3
NSG 556	Prim. Care Mgmt. Child	2

Semester 5

NSG 562	Chronic Adult	2
NSG 563	Primary Care, Chronic Adults	2

Semester 6

NSG 567	FNP Clin. Synthesis	2

*Total Credits 24*credits*

Nursing Education Certificate Post Master's Option

Semester 1			*Semester 2*		
NSG 570	Faculty Role Development	3	NSG 504	Curriculum Design	3
NSG 535	Nursing Education Practicum	3	NSG 505	Teaching Learning Strategies	3

Total Credits 12 credits*

The RN to MSN Option

In response to the identified national need for a sufficient supply of expert clinicians and the profession's call for flexibility in the development of new initiatives and programs, the nursing department offers an alternative educational format for practicing registered nurses who wish to advance their educational base and/or who seek re-tooling for the health care marketplace of the 21st century. This innovative curriculum gives registered nurse students who do not hold a bachelor's degree in nursing, but who have graduated from NLN accredited diploma or associate's degree programs and have remained in clinical practice, the opportunity to earn both the bachelor's and master's degree upon graduation.

Applicants who meet admission requirements (See program specific admission requirements section in admissions information section of catalog) complete both undergraduate and graduate courses in a sequence that allows students to "bridge" to the MSN program without first earning a bachelor of science in nursing. Students who are accepted into the RN to MSN program must meet all program-specific admission, progression and retention, and other graduate policies as specified in this catalog. (Please see graduate program policies and procedures section of catalog.)

Associate degree graduates must have at least one course in each area of the core noted on their transcript. Courses transferred from another institution may represent the area of the core that it satisfies. After matriculation, only six credits may be taken off campus at another four-year institution; only three of these are permitted to be core courses. Registered nurses who have completed a bachelor's degree in another field are exempt from the core requirements.

All RN to MSN students complete the following:

Core Requirements (number of credits vary)

Required Cognates Courses		*(6 credits):*
HP 241	Fundamentals of Nutrition	(3 credits)
MTH 115	Basic Statistics	(3 credits)

Required Professional Nursing Courses		*(19 credits)*
NSG 397	Professional Nursing Concepts I	(2 credits)
NSG 398	Health Assessment Across the Lifespan	(3 credits)
NSG 460	Professional Nursing Concepts II	(4 credits)
NSG 465	Application of Professional Nursing Concepts	(4 credits)
NSG 410	Introduction to Nursing Research	(3 credits)
NSG 555	Legal, Ethical, and Public Policy Issues in Health Care	(3 credits)

Electives (as necessary for credit requirements)

(Graduate clinical specialization courses vary according to specialization selected. See curricular options.)

Because applicants hold a professional license prior to admission to the RN to MSN Program, this option is designated as a 5-year professional program. The time required to complete the RN to MSN program varies with the level of basic preparation, the number of credits transferred into the program from the basic program, and the clinical specialization that is selected.

Those associate degree registered nurse students, who select the adult health option, complete 122 total credits; diploma graduates complete 134 credits. For the women and children's health option, the total credits required for associate degree nurses is 124; for diploma nurses the total is 136. The family nurse practitioner option consists of 129 total credits for associate degree students and 141 for diploma graduates.

A sample curriculum plan follows for the RN to MSN: Family Nurse Practitioner Option only. Similar models are followed for other clinical specializations.

Completion of undergraduate core requirements, cognates, professional nursing major, and electives (as necessary) followed by the graduate clinical specialization semesters.

Graduate Semester 1

NSG 551	Advanced Pharmacology	3
NSG 552	Pathophysiology	3
Total Credits 6		

Graduate Semester 2

NSG 512	Concepts /Theories	3
NSG 514	Foundations of APN	3
Total Credits 6		

Graduate Semester 3

NSG 517	Research Analysis & Utilization	3
NSG 554	Diagnostic Reasoning	3
Total Credits 6		

Graduate Semester 4

NSG 555	Leg, Eth, Pub Policy	3
NSG 557	Episodic Adult	2
NSG 558	Prim. Care Epi. Adlt.	2
Total Credits 7		

Graduate Semester 5

NSG 562	Chronic Adult	2
NSG 563	Prim. Care Chron. Adlt.	2
Total Credits 5		

Graduate Semester 6

NSG 565	Health Care of Child.	3
NSG 556	Prim. Care Mgmt. Child.	2
Total Credits 5		

Graduate Semester 7

NSG 559	Health of Women	3
NSG 561	Primary Care Women	2

Total Credits 5

Graduate Semester 8

NSG 599	Graduate Synthesis	3
NSG 567	FNP Clin. Synthesis	3

Total Credits 6

Nursing Course Descriptions (NSG)

504 Curriculum Design 3 credits

An examination of the foundations, models and procedures of curriculum design in nursing. Curriculum theories and practice are explored.

505 Teaching-learning Strategies 3 credits

This course places emphasis on teaching and learning theories. Students are exposed to a variety of modalities utilized in teaching both theory and clinical courses. Test construction and clinical evaluation methods are included.

512 Concepts and Theories in Nursing 3 credits

This course utilizes the critical reasoning process to examine the elements of nursing knowledge. Emphasis is placed on concept analysis and the evaluation of nursing and shared theories, including family theory. Identification of the links between theory and empirical indicators is examined. The clinical relevance of mid-range and family theory is explored.

514 Foundations of Advanced Practice Nursing 3 credits

Emphasis is placed on the foundations of advanced nursing practice. Course content focuses on the analysis of the health status of individuals, families, and communities. Students learn to develop a comprehensive database, including skills in health history and physical examination. Family and community assessment techniques are examined. Conceptualizations, role development, and competencies of advanced practice are also explored. Laboratory practice hours are required for this course.

Prerequisite: Undergraduate health assessment course, and NSG 552

517 Research Analysis and Utilization 3 credits

This course examines the principles and processes of research. Characteristics of quantitative and qualitative research methods are explored. Emphasis placed on data analysis, critique, and utilization of research findings in practice.

Prerequisites: MTH 115 and undergrad. research course or permission of instructor

535 Nursing Education Practicum 3 credits

This course provides opportunities for students to develop the skills of classroom and clinical teaching and evaluation using various modalities. Students will explore the need to interface with faculty from nursing and other departments of the institution, administration, support service personnel, and clinical site agency personnel. The logistics of student placement, contractual agreements, state approval, and accreditation are additional areas which are explored. Weekly seminars provide opportunities for exchange of ideas, clarification of concerns, and analysis of educational development and evaluative strategies.

Prerequisites: NSG 504, 505, and at least one clinical course

551 Advanced Pharmacology 3 credits

Principles of pharmacology are applied to the advanced practice therapeutic management of the client across the life span. Emphasis is placed on mechanisms of drug action, prescription writing, monitoring drug regimens, identifying adverse reactions/toxicity and anticipating changes inherent in self medication. Potential consequences of multiple drug interactions are considered. The cost effectiveness of medication choices is also discussed.

Prerequisite or corequisite: NSG 552

552 Pathophysiology for Advanced Practice Nursing 3 credits

The physiological principles and pathogenesis of common conditions affecting children and adults are presented. The application of concepts from anatomy and physiology, pathophysiology and epidemiology as a basis for advanced nursing practice is emphasized. Physical findings and diagnostic studies appropriate for common health problems occurring across the life span are addressed.

554 Diagnostic Reasoning and Therapeutic Interventions for Primary Care 3 credits

This is a laboratory/clinical course designed to assist students to use clinical decision-making theory as the foundation for performing clinical interventions. Data collection and hypothesis formulation is emphasized. Students practice psychomotor and psychosocial therapeutic interventions in a variety of clinical settings. A beginning understanding of the role of the family nurse practitioner is stressed. (A minimum of 135 hours of combined laboratory and clinical practice are required for this course.)

Corequisite for FNP students only: NSG 514

555 Legal, Ethical, and Public Policy Issues in Health Care 3 credits

This course is designed to analyze the impact of legal, ethical and public policy dimensions as they relate to health care in general and nursing specifically. Emphasis will be on examination of current issues in these areas. Current trends and issues in health care will provide a framework for analyzing the legal, ethical and public policy aspects of the health care system.

556 Primary Care Management of Children's Health 2 credits

Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the management of children's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common childhood health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 565

557 Care of Adults with Health Promotion Needs and Episodic Health Problems 2 credits

Focuses on the delivery of theory-based care to adults with health promotion needs and episodic health problems. The application of advanced comprehensive assessment skills to the adult population are covered. Emphasis is placed on risk analysis and reduction and principles of pharmacologic and non-pharmacologic clinical therapeutics. The stabilization of acute and management of common episodic health problems of adults are included. In addition there are selected practice experiences.

*Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554 for FNP students only*

558 Primary Care Management of Adults with Health Promotion Needs and Episodic Health Problems 2 credits

Students will develop competence in performing a comprehensive health assessment of adults with episodic health problems. Clinical experiences also will assist students to gain competence in the theory based management of adult's health/illness status. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common adult health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 557

559 Health Care of Women 3 credits

Emphasis is on gynecological and reproductive health care. Health promotion issues specific to women are covered. Focus is on the theory based management of gynecologic health needs and the normal reproductive cycle. The application of research findings to the health care of women is discussed.

*Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554 for FNP students only*

561 Primary Care Management of Women's Health 2 credits

Students will develop competence in comprehensive health assessment of the gynecologic and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory based management of women's health. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common health concerns of women throughout the life cycle. The application of research to practice will be included. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 559

562 Care of Adults with Chronic Health Needs and Problems 2 credits

Focuses on the delivery of theory-based care to adults with chronic health problems. The ongoing assessment and management of chronic illnesses will be discussed. Students will be encouraged to utilize problem solving techniques to determine potential strategies for breaking through barriers to care. The utilization of computers to facilitate client care objectives will also be covered. Selected practice experiences are included.

*Prerequisites: NSG 551, NSG 552, NSG 514, *NSG 554 for FNP students only*

563 Primary Care Management of Adults with Chronic Health Needs and Problems 2 credits

Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experiences also will assist students to gain competence in the theory-based management of chronic health problems. Students will be guided by a preceptor in the implementation of treatment plans or protocols utilized to manage common, stabilized adult chronic health problems and illnesses in collaboration with other members of the health care team. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 562

565 Health Care of Children 3 credits

This course focuses on strategies for the delivery of health care to children and adolescents. Comprehensive health assessment of children including health promotion needs, growth and development, family and cultural dynamics, physical and psychosocial status are covered. Emphasis is placed on clinical therapeutics both pharmacologic and non-pharmacologic that are appropriate for the management of children experiencing acute and chronic illnesses. Selected practice experiences are included.

*Prerequisites: NSG 551, NSG 552, NSG 514,*NSG 554 for FNP students only*

567 Family Nurse Practitioner Clinical Synthesis 3 credits

This course serves as the culminating experience in the family nurse practitioner clinical specialization. Students work with clinical preceptors in family practice settings to apply previously acquired knowledge and skills. This capstone clinical experience focuses on demonstration of competency in the areas of: management of client health/illness status; nurse-client relationship; teaching-coaching function; professional role; managing and negotiating health care delivery systems; and monitoring and ensuring quality of health care practices. (A minimum of 135 hours of precepted clinical practice in a family practice setting is required for this course.)

Prerequisite: All courses except NSG 555

570 Faculty Role Development 3 credits

This course is designed to develop a full understanding of entry into a faculty position. Students will be provided with the opportunity to learn how to initiate a job search, develop a dossier for promotion and tenure; implement the educator role as it relates to curriculum and evaluation and explore the opportunities for career advancement.

576 Advanced Nursing Management of Adults with Health Promotion Needs and Episodic Health Problems 3 credits

Students will develop competence in identifying health promotion needs and performing a comprehensive health assessment of adults with episodic health problems. Clinical experience also will assist students to gain competence in the theory-based management of adults' health/illness status. Students will be guided by a preceptor in the implementation of clinical paths and/or protocols used in acute care settings to manage common adult health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 557

577 Advanced Nursing Management of Adults with Chronic Health Needs and Problems 3 credits

Students will develop competence in performing a comprehensive, ongoing health assessment of adults with chronic health problems. Clinical experience also will assist students to gain competence in the theory-based management of chronic health problems. Students will be guided by a preceptor in the implementation of clinical paths or protocols used in acute care or long-term settings for clinical management of adult chronic health problems and illnesses. Collaboration with other members of the health care team will be stressed. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 562

578 Advanced Nursing Management of Women with Health Problems and Health Promotion Needs 3 credits

Students will develop competence in comprehensive health assessment of gynecologic, obstetric, and reproductive health care needs of women. Clinical experiences also will assist students to gain competence in the theory-based management of women's health in acute care, ambulatory, and community settings. Students will be guided by a preceptor in the implementation of advanced nursing strategies utilized to manage common childhood health concerns of women throughout the life cycle. The application of research to practice will be emphasized. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 559

579 Advanced Nursing Management of Children with Health Problems and Health Promotion Needs 3 credits

Students will develop competence in performing a comprehensive health assessment of children. Clinical experiences also will assist students to gain competence in the therapeutic management of children's health/illness status in acute care, ambulatory, and community settings. Students will be guided by a preceptor in the implementation of advanced nursing strategies utilized to manage common childhood health problems and illnesses. (A minimum of 90 hours of precepted clinical practice is required for this course.)

Corequisite: NSG 565

590 Special Topics 1-3 credits

The nursing department features a series of one-two-and three-credit, courses which deal with special topics of interest to graduate nursing students. They are taught by respected and expert faculty who are leaders in their field. Special Topics may be used as electives within the graduate nursing program.

591 Advanced Practice Nursing Clinical Synthesis 3 credits

This clinical course serves as a culminating experience in the advanced practice nursing clinical sequence for students who will seek certification as clinical specialists. Students work with clinical preceptors to integrate and apply previously acquired knowledge and skills. The clinical experience focuses on the synthesis of the clinical specialist roles, including expert practitioner, case manager, consultant for patient problems and quality improvement, staff educator, collaborator, and clinical leader. Emphasis is placed on evidence-based practice, the formulation, use, and evaluation of independent nursing interventions, and strategies for administration of nursing systems.

Prerequisites: NSG 576 and 577 or NSG 578 and 579

596 Independent Study Variable credits

Allows students to investigate a topic of interest, complete their research, or implement a special project with the guidance of a faculty. Topics/projects/thesis must be approved in advance.

599 Graduate Nursing Synthesis Seminar 3 credits

This course represents the culmination of graduate nursing knowledge and skills. A seminar format is used to facilitate students' demonstration of their ability to integrate theory, research, and clinical or functional practice. A capstone scholarly project provides evidence of students' synthesis of knowledge, written, oral, and critical thinking skills.

Prerequisites: All courses except the following corequisites NSG 555, NSG 535, NSG 545, or NSG 567, NSG 591

Occupational Therapy Post-Professional Programs

College of Health Sciences
Degree MS, Occupational Therapy
Department Chair Grace S. Fisher, EdD, OTR/L
Coordinator, Post-professional Pediatrics Amy Lynch, MS, OTR/L

Faculty

Gwen Bartolacci, Associate Professor of Occupational Therapy, AS Mount Aloysious College; BS University of North Dakota; MS The Pennsylvania State University; OTD Nova Southeastern University

Joseph A. Cipriani, Professor of Occupational Therapy, BA Wilkes University; BS College Misericordia; MA Wichita State University; EdD Nova Southeastern University

Grace S. Fisher, Associate Professor of Occupational Therapy, BA Wilkes University; Post-Baccalaureate Certificate University of Pennsylvania; MS College Misericordia; EdD Temple University

Ellen McLaughlin, Associate Professor of Occupational Therapy, BS, MS College Misericordia; EdD Rutger's University

Amy Lynch, Coordinator of Post Professional Pediatrics, BS Gettysburg College; MS Tuft's University

Lalit J. Shah, Professor of Occupational Therapy, BS University of Bombay; MS College Misericordia; EdD Nova Southeastern University

Post-professional Master's Degree Program: Goals, Course Sequence, Admissions

Coordinator: Ellen McLaughlin, EdD, OTR/L

The post-professional master's of science in occupational therapy is a 30-credit graduate program with two tracks, an interdisciplinary and pediatric concentration. Students in all tracks of the program will complete a total of 30 graduate credits distributed among the following categories: theory and core: 9 credits; research: 9 credits; concentration: 12 credits.

This program is offered in a variety of formats using an adult learning model, including online distance education, weekend or night courses, and workshop formats. The pediatric track includes courses currently being offered in the post-professional pediatric certificate program. This allows students to transfer their graduate credits from the certificate program into the post-professional master's degree program. The interdisciplinary track includes courses from a variety of departments including education, nursing, and organizational management.

Curricular goals of the program include:

1. The student will be able to foster the most effective interventions when working with occupational therapy clientele to promote independence and success in their life roles and activities.
2. The students will advance their knowledge base in specialty areas related to occupational therapy and their practice through the choice of four elective courses within the MS program.
3. The student will be able to synthesize their knowledge base in research and evidence based practice in order to implement best practice in occupational therapy.
4. The student will advance their knowledge base in order to integrate and evaluate occupational therapy theory in clinical practice.

Below is a brief overview of the curriculum for the post-professional master's degree in occupational therapy. Courses in bold are required of all students.

Theory and Core		*9 credits*
HP 600	Pediatric Issues/Trends	
OT 620	Analysis of Theories	
HP 670	Grant Writing*	
or		
HP 625	Sensory Integration Treatment and Evaluation	
Research		*9 credits*
OT 520	Research Methods	
OT 690	Research Project I	
or		
OT 695	Research Project II	
OT 615	Evidence-based Practice or HP 670	
Concentration Courses		*12 credits*

Students may choose 12 credits in pediatrics or from the interdisciplinary offerings.

HP 600	Pediatric Issues/Trends
or	
OT 630	Issues and Trends
OT 520	Research Methods

Education Offerings:

EDU	510 Learning
EDU 568	Distance Education
OT 620	Analysis of Theories
OT 690	Research Project
or	
OT 615	Evidence Based Practice

Nursing Offerings:

NSG 551	Post-professional Pharmacology
NSG 555	Legal, Ethical and Public Policy Issues in Health Care
NSG 552	Pathophysiology for Post-professional Nursing
NSG 502	Curriculum Design
NSG 505	Teaching – Learning Strategies
HP 670	Grant Writing*
OT 695	Research Project II
or	
HP 670	Grant Writing*

Organizational Management Offerings:

OM 500	Organizational Behavior
OM 509	Financial Management
OM 530	Legal Aspects of Administration
OM 536	Managing Customer Satisfaction
OM 535	Leadership
OM 538	Perspectives in Management
OM 545	Introduction to Human Resources

Pediatric certificate offerings are listed in the following section.

** May not be used to satisfy both the Core and Research Requirements*

Admissions Requirements:

The post-professional master's degree program requires submission of the following information for admissions consideration:

- Official scores from the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). These scores must be less than five years old. For students in the pediatric certificate program, this requirement will be waived if they have completed at least nine credits of the program with a 3.5 or higher GPA
- NBCOT initial certification as an occupational therapist
- College/university transcripts from all prior academic work
- Basic statistics course
- Undergraduate GPA of 2.8 or higher
- Statement of professional goals and how matriculation in the post-professional master's degree program can contribute to those goals
- Two letters of reference

Students taking courses in the pediatric certificate program who wish to move into the post-professional master's degree program should apply by the final semester of their 12 credit certificate, if they have not completed formal application prior to that point.

If students are not enrolled in the pediatric certificate program, and they are interested in pursuing the master's degree, they must formally apply to the post-professional master's degree program after six credits of coursework.

Students in the post-professional master's degree program must take 30 graduate credits to receive the master's of science degree. Credits transferable to this degree must be within the following guidelines:

- all courses transferred in must be formally evaluated by the registrar's office for transferability;
- students who have received an ELM from Misericordia University will automatically receive credit for OT520, OT 620 and OT 630. These students must take Grant Writing (HP 670) and Evidence-Based Practice (OT 615) as their remaining research requirements; and,
- for students who have not graduated from the ELM at Misericordia University, a maximum of six transfer credits will be accepted towards the 30 required for the master's of science degree.

Occupational Therapy Post-Professional Course Descriptions

(For further interdisciplinary courses, see graduate nursing, organizational management and education course descriptions.)

OT520 Research Design 3 credits

This course presents the principles and processes involved in research. Qualitative and quantitative approaches are reviewed and analyzed relative to their strengths, limitations, and practical uses. The application of appropriate research methods to problems worthy of study is stressed. The student will complete a research proposal as part of this course.

OT615 Evidence-based Practice 3 credits

This course is designed to provide an extensive overview of evidence-based practice. Students will complete an in-depth evidence-based project related to occupational therapy practice. Students will develop a clinical question, gather current published evidence, complete a critical review of the evidence, and summarize and present the results of the critical appraisal process.

OT690/695 Research Project I and II 3 credits

Students will complete a research project that contributes to the knowledge of the occupational therapy process; outcome will include a paper acceptable for publication in a professional journal.

Post-Professional Certificate in Pediatrics

This program is designed to provide learning experiences in pediatric practice for practicing occupational and physical therapists using an adult learning model. Students in the program must complete four 3-credit graduate courses within a 4-semester time frame. Students can take greater than one course per semester, and are encouraged to do so particularly in the summer semester. One course is required: Advanced Practice Pediatric Issues and Trends (HP 600). This course should be taken in the first semester of enrollment. Students can take an additional course at the same time they take this course. Students can enter the program in either the summer or fall semesters. Class size is expected to be 12-20 students per course.

A combination delivery model of face-to-face and distance learning is used. Each course is offered in one or both of the following two delivery systems, depending on the best way to facilitate learning objectives. The first delivery model is one to four days of on campus learning, with the use of distance education tools in between. Misericordia University uses Blackboard as the platform for distance education. Training will be provided on how to use this fascinating Internet tool. The other delivery model includes workshop model, with a five day intensive on-campus learning experience.

Courses that may be applied to the certificate in pediatrics include: Advanced Practice Pediatric Issues and Trends (HP 600); Pediatric Evaluation (HP 605), Treatment and Evaluation of Pediatric Feeding Issues (HP 615), Sensory Integration Treatment and Evaluation (HP 625); School Based Pediatric Occupational and Physical Therapy (HP 635); Neonatal Intensive Care Unit: Issues and Interventions (HP 645); Early Intervention (HP 650); Evidence-based Neurodevelopmental Treatment and Evaluation for Children with Central Nervous System Dysfunction (HP 655); Autism and Pervasive Developmental Delay: Evaluation and Intervention Strategies (HP 660); Seating in Pediatric Practice (HP 665); and, Special Topics: Vision Rehabilitation (HP 610).

Occupational Therapy Post-Professional Course Descriptions

(For further interdisciplinary courses, see graduate nursing, organizational management and education course descriptions.)

HP600 Advanced Practice Pediatric Issues and Trends 3 credits

This course is designed to explore the most recent issues and trends in the area of pediatric occupational and physical therapy. The course will focus on evidence-based practice, mentorship and leadership, and community-based practice within the current profession of the student. The students will apply the course content to their clinical and professional practice settings through course assignments. It will be offered primarily in a distance-learning format with two weekends of on-campus experiences.

HP605 Pediatric Evaluation 3 credits

This course is designed to provide students with an intermediate to advanced level understanding of the process of pediatric evaluation in occupational therapy. The course will focus on the full process of occupational therapy evaluation including referral sources, identifying appropriate evaluation tools, clinical observations, standardized assessment, report writing, evaluation accommodations, and the reporting of assessment results.

HP610 Special Topics: Vision Rehabilitation 3 credits

This course is designed to provide the OT or PT with an understanding of the basic principles of the visual system and its influences upon daily activities for the pediatric patient. The course will discuss pediatric vision problems and appropriate therapies. After completing this course students will be able to describe key components of the visual system and how they work, understand binocular vision, how it develops and its effects on ADL, understand and treat children with binocular vision disorders and gain useful strategies for dealing with children who have learning related vision problems. This course is intended for OTs and PTs who will be or who are working with the pediatric population both in an inpatient/outpatient and/or school environment.

HP615 Treatment and Evaluation of Pediatric Feeding Issues 3 credits

This course provides an extensive overview of evaluation and treatment of pediatric feeding disorders. The course will focus on oral motor dysfunction, tube-feeding, sensory issues, positioning and handling, and behavioral management related to feeding/eating. Conditions that affect feeding/eating are explored along with medical and therapeutic assessments. The students will apply the course content to their clinical and professional practice settings through course assignments. It will be offered in an intensive week-long on-campus format.

HP625 Sensory Integration Treatment and Evaluation 3 credits

This course is designed to provide an extensive overview of sensory integration theory, neurology, evaluation and treatment related to clinical practice for occupational and physical therapists. Sensory integration theory is explored in relationship to function and occupation. The most relevant evaluations and treatment interventions are presented as well as a critical review of effectiveness research in sensory integration. The students will apply the course content to their clinical and professional practice settings through course assignments. This course is offered in a 4-day intensive course format.

HP630 Child Development in an International Setting 3 credits

This course is designed to provide an opportunity to expand clinical knowledge in the areas of early childhood development, psycho-emotional development, and program development, including community needs assessments. The course content and learning will occur in a service-learning format, in which students will travel with faculty outside the United States for the primary portion of the course. The most relevant issues in promoting development for institutionalized and post institutionalized children as well as family training for foster care providers are presented with reflection upon existing evidence within the fields of occupational therapy, physical therapy, speech language pathology, nursing, psychology, and neurodevelopment. The students will apply the course content to their clinical and professional practice settings through course assignments. This course is offered with an online launch, a 10-14 day intensive in-country experience, and closes with online course activities.

Prerequisite: Application and acceptance into this course is required.

HP635 School Based Pediatric OT & PT 3 credits

The purpose of this course is to provide the student with intermediate level knowledge related to the provision of best practice occupational therapy services within the educational environment. Practices particularly relevant to the school setting in terms of assessment, individualized educational planning, intervention, re-assessment and discharge will be discussed. Additional course topics will include legislation, service provision models, evidence-based practice in the schools, consultation, effective teaming, and advocacy.

HP645 Neonatal Intensive Care Unit: Issues and Interventions 3 credits

This course provides an overview of the neonatal intensive care unit (NICU) including common conditions, technology, personnel, and the environment. It also addresses the most common issues surrounding the NICU, along with occupational and physical therapy strategies for intervention and evaluation. It will be offered primarily in a distance-learning format with two weekends of in-class experiences. These weekends will involve a visit to a NICU.

HP650 Early Intervention 3 credits

The purpose of this course is to prepare the student to implement the occupational therapy process with children who are from birth to three years of age and to be knowledgeable about factors that affect service delivery. In-class exercises and out-of-class assignments will be provided to improve students' skills and increase students' self confidence with the new content of the course.

HP655 Evidence-based Neurodevelopmental Treatment & Evaluation for Children with Central Nervous System Dysfunction 3 credits

This is a treatment course for children with neurological deficits (cerebral palsy) based on the work of Berta Bobath, MCSP, Karel Bobath, MD, Mary B. Quinton, MCSP, OBE and Elsbeth Köng, MD. Therapy skills to be developed and refined will include observation and analysis of typical and atypical child development, hands-on facilitation and stimulation of more effective movement, and inhibition of unwanted movement patterns. This will require the testing of three children at the beginning and end of an intervention period, using the Movement Assessment of Children. Other evaluation methods may also be used. The course will include distance learning, on-site sessions for learning and practice of treatment techniques, and a required commitment of a minimum of 12 hours of treatment for each of three children with neurological deficits.

Prerequisites: This course is open to licensed occupational therapists and physical therapists. In order to integrate the information that the therapist will acquire it will be necessary to have access to appropriate children for treatment. Participants will need to assess and treat three children with cerebral palsy, at least one of whom is ambulatory.

HP660 Autism and Pervasive Developmental Delay: Evaluation and Intervention Strategies 3 credits

This course is designed for practicing occupational and physical therapists interested in learning more about autism and pervasive developmental delay. The instructors will guide participants to an understanding of complexities of these disorders, and evaluation and treatment of individuals with autism or PDD diagnosis. Causal factors, evaluative procedures, and treatment will be thoroughly explored. Specific attention will be given to motor planning, sensory modulation, and tactile discrimination disorders and their treatments. Through selected readings, case presentations, and discussions, the participants will become more proficient in prioritizing the underlying problems and designing holistic therapeutic interventions.

HP665 Seating in Pediatric Practice 3 credits

This course will assist treating clinicians in increasing their knowledge and skills when using seating strategies for their children. Seating needs for children include safe passive transport within the community and their environment, adequate support for eating, as well as support for independent postural control for task participation. This course will focus on all the needs for seating, including seating needed for postural management of the child, as well as seating for the child's development of postural control.

HP670 Grant Writing 3 credits

This course is designed to provide an extensive overview of the grant writing process. Students will learn how to identify a funding need, develop a case for support, and research potential funding opportunities. The student will develop a comprehensive grant proposal that directly responds to an identified funding opportunity. The various components of a grant proposal are explored, including the introduction, problem statement, objectives, methodology, evaluation, budget, and summary sections. Strategies for persuasive writing techniques are presented.

OT520 Research Design 3 credits

This course presents the principles and processes involved in research. Qualitative and quantitative approaches are reviewed and analyzed relative to their strengths, limitations, and practical uses. The application of appropriate research methods to problems worthy of study is stressed. The student will complete a research proposal as part of this course.

OT615 Evidence-based Practice 3 credits

This course is designed to provide an extensive overview of evidence-based practice. Students will complete an in-depth evidence-based project related to occupational therapy practice. Students will develop a clinical question, gather current published evidence, complete a critical review of the evidence, and summarize and present the results of the critical appraisal process.

OT690/695 Research Project I and II 3 credits

Students will complete a research project that contributes to the knowledge of the occupational therapy process; outcome will include a paper acceptable for publication in a professional journal.

Post-professional Doctor of Occupational Therapy

OT Doctoral Program Coordinator: Ellen McLaughlin, EdD, OTR/L

The Occupational Therapy Department at Misericordia University is recognized as an educational leader in the occupational therapy professional community. As one of the first academic institutions to offer an entry level masters degree the department also offers innovative post professional pediatric programs and a weekend college program. The OTD degree continues this future oriented perspective integral to our new university status. The degree is designed to provide occupational therapists with advanced clinical, practice management, teaching, and administrative skills. The program emphasizes integration of theory and practice, professional and clinical skills, critical self-assessment, clinical reasoning and decision-making skills, advocacy and health policy. The post professional program is designed to enhance the knowledge and skills that practitioners bring from clinical practice and life experiences. Program graduates should qualify for upper level management positions in a diverse range of practice environments and will be poised to become leaders in the profession.

Geriatric Care Manager Elective Specialization Courses for OTD students

Courses that may be completed in the Geriatric Care Manager Specialization track include GCM 500- Geriatric Care Management I, GCM 501- Geriatric Care Management II, GCM 505 Anatomy and Physiology of Aging , GCM 515- Geriatric Assessment GCM 520– Ethics of Aging.

Pediatric Elective Specialization Courses for OTD Students

Courses that may be applied to the certificate in pediatrics include: Advanced Practice Pediatric Issues and Trends (HP 600); Pediatric Evaluation (HP 605), Treatment and Evaluation of Pediatric Feeding Issues (HP 615), Sensory Integration Treatment and Evaluation (HP 625); School Based Pediatric Occupational and Physical Therapy (HP 635); Neonatal Intensive Care Unit: Issues and Interventions (HP 645); Early Intervention (HP 650); Evidence-based Neurodevelopmental Treatment and Evaluation for Children with Central Nervous System Dysfunction (HP 655); Autism and Pervasive Developmental Delay: Evaluation and Intervention Strategies (HP 660); Seating in Pediatric Practice (HP 665); and, Special Topics: Vision Rehabilitation (HP 610). These courses are described under the Post Professional Pediatric Certificate Program.

Post-Professional Doctor of Occupational Therapy- Curriculum, Goals, Admission Criteria

Curriculum and Program Delivery

The OTD curriculum is composed of 24 credits of core courses that address the competencies required of leaders and advocates in the profession. These courses address advanced theory, advanced research, program development and evaluation, occupational science, and public policy and advocacy. Capstone coursework requires the integration of these content areas into a clinical project, which is formally evaluated and presented through professional presentation and/or publication. Each student also completes 9-12 credits in either a pediatric or geriatric specialization, for a total of 33-36 credits for the doctoral coursework. A combination delivery model of face-to-face and distance learning is used. Classes meet on campus one weekend day at the beginning and end of each semester. The program is designed to be completed part-time (2 classes per semester) over a two year tri-semester period. A one year full-time option is available.

Program Goals

The OTD program goals are focused in areas of research, advanced practice, leadership and administration. Graduates will:

1. be proficient in critically appraising, applying and contributing to evidence that supports occupation-based practice.
2. synthesize and apply advanced theoretical concepts and clinical skills in selected areas of practice.
3. enhance their leadership and advocacy skills to promote occupational participation in light of human dynamics and private and public policy influences.
4. design and administer effective, fiscally responsible client-centered programs.

Admissions

Admission criteria are:

Minimum of a bachelor's degree in occupational therapy

Minimum of 1 year practicing as a licensed occupational therapist

Completed application including official transcripts, three references, statement of professional goals, GRE

Minimum GPA of 3.0 in graduate studies

Interview

Accepted students may begin the post-professional OTD program during any fall, spring,or summer semester. The preferred deadlines for application and supporting documentation are as follows:

October 1 for Spring Semester (January - May)
February 1 for Summer Semester (May - August)
May 1 for Fall Semester (August - December)

To apply for admission, students must submit the following:

Online application form
$60 application fee
Application statement of purpose and practice goals
Current Resume
Official transcripts for occupational therapy education
Copy of NBCOT certification
Copy of current state license/certification in a US jurisdiction
Official Test of English as a Foreign Language (TOEFL) score with a minimum of 550 (213 if computer generated).
Three letters of recommendation (one recommendation must be from a licensed occupational therapist).

Applicants must apply online.

Post-professional Doctor of Occupational Therapy Course Sequence

BS Degree Holders

An applicant who holds a baccalaureate degree in OT must have Statistics as a pre-requisite and will complete 60 hours as outlined below.

Pre OTD Year

First Semester-Summer		*Total Credits 9*
OT 520	Research Methods	3
OT 630	Issues& Trends	3
	Graduate Elective	3

Second Semester-Fall		*Total Credits 9*
OT 570	Management	3
OT 690	Research Project I	3
	Graduate Elective	3

Third Semester-Spring		*Total Credits 9*
OT 695	Research Project II	3
	Graduate Elective	3
	Gaduate Elective	3

OTD Year 1

First Semester-Fall		*Total Credits 6*
OTD 620	Advanced Theory	3
OTD 641	Evidence Based Practice	3

Second Semester-Spring		*Total Credits 6*
OTD 640	Designing, Implementing and Evaluation Quality Programs	3
	Specialization Class	3

Third Semester-Summer *Total Credits 6*

OTD 625	Supporting Practice through Public Policy and Advocacy	3
	Specialization Class	3

OTD Year 2

First Semester-Fall *Total Credits 6*

OTD 642	Advanced Research	3
	Specialization Class	3

Second Semester-Spring *Total Credits 6*

OTD 643	Education, Presentation and Publication	3
OTD 644	Occupational Science	3

Third Semester-Summer *Total Credits 3*

OTD 650	Capstone Course	3

BS and Post Professional Masters in OT

An applicant who holds a baccalaureate degree in occupational therapy and a post professional masters degree in occupational therapy or a related field must have the equivalent of OT 520, 690 and 695 as determined by the research coordinator as prerequisites and complete 33 credits as outlined below:

Year 1

First Semester-Fall *Total Credits 6*

OTD 620	Advanced Theory	3
OTD 641	Evidence Based Practice	3

Second Semester-Spring *Total Credits 6*

OTD 640	Designing, Implementing and Evaluation Quality Programs	3
	Specialization Class	3

Third Semester-Summer *Total Credits 6*

OTD 625	Supporting Practice through Public Policy and Advocacy	3
	Specialization Class	3

Year 2

First Semester-Fall *Total Credits 6*

OTD 642	Advanced Research	3
	Specialization Class	3

Second Semester-Spring *Total Credits 6*

OTD 643	Education, Presentation and Publication	3
OTD 644	Occupational Science	3

Third Semester-Summer *Total Credits 3*

OTD 650	Capstone Course	3

* Misericordia University Post Professional Master Degree holders may transfer up to 6 credits.

Entry Level Masters in OT

An applicant who holds an ELM Degree in Occupational Therapy must have the equivalent of OT 520, 690 and 695 as determined by the research coordinator as prerequisites and complete 33 credits as outlined below:*

Year 1

First Semester-Fall		*Total Credits 6*
OTD 620	Advanced Theory	3
OTD 641	Evidence Based Practice	3

Second Semester-Spring		*Total Credits 6*
OTD 640	Designing, Implementing and Evaluation Quality Programs	3
	Specialization Class	3

Third Semester-Summer		*Total Credits 6*
OTD 625	Supporting Practice through Public Policy and Advocacy	3
	Specialization Class	3

Year 2

First Semester-Fall		*Total Credits 6*
OTD 642	Advanced Research	3
	Specialization Class	3

Second Semester-Spring		*Total Credits 6*
OTD 643	Education, Presentation and Publication	3
OTD 644	Occupational Science	3

Third Semester-Summer		*Total Credits 3*
OTD 650	Capstone Course	3

Current Entry Level Masters Students at Misericordia

*An applicant enrolled in the ELM program at Misericordia University may apply for entry into the OTD program in September of the senior year. Acceptance will be determined by November of that year. 30 credits * will be completed as outlined below after awarding of MS degree and NBCOT certification as an occupational therapist*

First Semester-Summer		*Total Credits 6*
OTD 625	Supporting Practice through Public Policy and Advocacy	3
	Specialization Class	3

Second Semester-Fall		*Total Credits 9*
OTD 620	Advanced Theory	3
OTD 641	Evidence Based Practice	3
OTD 642	Advanced Research	3

Third Semester-Spring		*Total Credits 9*
OTD 640	Designing, Implementing and Evaluation Quality Programs	3
OTD 643	Education, Presentation and Publication	3
OTD 644	Occupational Science	3

Final Semester - Summer		*Total Credits 6*
OTD 650	Capstone Course	3
	Specialization Class	3

*One specialization class must be completed as a graduate elective in the spring semester of year 4. Students will receive credit for Advanced Theory if they have taken it as part of their master's curriculum at Misericordia.

Capstone Project

The capstone project is a credited course, OTD 650. Students will submit a proposal for a capstone project in the Fall or Spring semester of their final year. The level of independent study and initiative required by the student for both capstone development and implementation will be high. It is an integrative piece, with the goal of producing an outcome that demonstrates their ability to apply advanced clinical proficiency in their specialization area. It is a true integration of the four program objectives. Guidance for capstone proposal development will be provided on an online tutorial, and proposals will be approved by a committee of the faculty. Students will be assigned a capstone facilitator who will serve as the contact person and mentor throughout the capstone project. Each capstone course section will include one faculty facilitator and up to five doctoral students. Students will be required to come to campus to present their capstone project, once completed.

Occupational Therapy Post-Professional Course Descriptions

(For further interdisciplinary courses, see graduate nursing, organizational management and education course descriptions.)

620 Advanced Theory 3 credits

This course will examine the current and classic literature as it pertains to theory development and analysis and its relationship to macro and micro models, and comparative analysis of frames of reference for practice and research. There will be consideration of both basic and applied knowledge as it pertains to the study of occupational therapy as an applied science and the science of occupation as an academic discipline. This course will be offered in a combination on-campus launch and distance online learning format. Fall semester

625 Supporting Practice through Public Policy and Advocacy 3 credits

Students will analyze current state and federal public policy issues and the impact on the delivery of occupational therapy services. Students will develop knowledge related to public policy formation and acquire advanced skills in advocacy. This course will be offered in a combination of on-campus meetings and distance online learning. Spring semester

640 Designing, Implementing and Evaluating Quality Programs 3 credits

Through didactic and problem based learning, students will explore program assessment tools and complete needs assessments. Students will learn the value of developing a program mission, strategic plan, and operational tactics in the development of a successful allied health based program. Students will gain knowledge about budgeting, marketing, and revenue sources in order to ensure their developed program is underscored with financial responsibility. This course will be offered in a combination of on campus meetings and distance online learning. Fall semester

641 Evidence-based Practice 3 credits

Students will demonstrate knowledge of evidence-based practice and complete an in-depth evidence-based project related to occupational therapy practice. Students will develop a clinical question (relevant and applicable to their area of practice or specialization), gather current published evidence, complete a critical review of the evidence, summarize and present the results of the critical appraisal process. This course will be offered in a combination on-campus launch and distance online learning format. Fall semester

642 Advanced Research 3 credits

The doctorally trained clinician in occupational therapy must have a solid understanding of not only research basics, but how to use that knowledge to solve problems in their clinical practice. This course will provide educational experiences that foster advanced knowledge and application of research principles in both the quantitative and qualitative paradigms to the clinician's practice areas. Summer semester

643 Education, Presentation and Publication 3 credits

Students will develop professional skills related to providing well constructed educational sessions, promoting occupational therapy.

644 Occupational Science 3 credits

Occupational science, also known as occupationology, is the study of occupation. Occupation is "all 'doing' that has intrinsic and extrinsic meaning" (Wilcock, p. 257). The occupational therapy profession is becoming increasingly reliant on occupational science as a cornerstone of research and knowledge which justifies the use of occupation in therapeutic intervention. The purpose of this course is to provide knowledge of the history, evolution, and current state of the occupational science discipline and how occupational science can be used as a framework for occupational therapy assessment and intervention. Spring semester

650 Capstone Course 3 credits

This course design engages doctoral students to advance their clinical reasoning and competence in a pre-identified, specialized area of practice. Through participation in this course, students will be able to identify the most relevant issues impacting the role of occupational therapy in their designated specialty area. They will complete readings in relevant literature, engage in communication exchanges with a professional leader in their identified area, and conclude their capstone project with a product reflecting the extent of their learning. Students will be assigned a faculty capstone advisor and participate in mandatory online modules embedded throughout the course to help guide the student during their capstone experience. Summer semester

Organizational Management

College of Professional Studies and Social Sciences
Degree MS, Organizational Management
Department Chair Fred J. Croop, MBA, CMA, CPA
Program Director Corina Mihai, PhD

Philosophy

The master of science degree in organizational management educates individuals for successful careers as managers in for-profit and not-for-profit organizations in both public and private spheres. The program reflects a management perspective, which assumes that the professional manager is able to analyze problems, synthesize solutions, communicate decisions and understand the organizational impact of those decisions.

Program

The program prepares students for responsible organizational leadership. Faculty encourages students to think deeply and broadly from a systems viewpoint about the roles, functions, and tasks of a manager and to develop and use a variety of management skills and prescriptions in organizational environments. The program stresses not only management theory, but also the application of that theory in various managerial situations.

Admission Criteria

Full Admission - Applicants are eligible for full admission to the graduate program if they either have a GPA higher than 2.79 or a score on the MAT or GRE of at least the 35th percentile.

Provisional Admission - Applicants who have a GPA of less than 2.80 and a score between the 25th and 34th percentile inclusively on the MAT or GRE are eligible to be granted provisional admission. Students in this category will be required to complete up to 12 graduate credits, half of which must be in required courses, with grades no lower than B before being granted full and unconditional admission.

Alternative Evaluation - Applicants can request evaluation for admission through an alternative method. Details are available from the program director.

Denied Admission - Applicants who have less than a 2.80 GPA in their undergraduate studies and score below the 25th percentile on the MAT or GRE will be denied admission.

Curriculum

The program consists of 36 credits of study that can be completed on a part-time basis. Students must complete a core curriculum of 24 credits and a specialization area of 12 credits.

Core Courses (24 Credits)

OM 500	Organizational Behavior
OM 509	Financial Management
OM 515	Research Methods or OM 516 Qualitative Research
OM 530	Legal Aspects of Administration
OM 538	Perspectives in Management or OM 595 Professional Contribution or OM 596 Administrative Practicum
OM 545	Introduction to Human Resources (IT substitutes OM 520 Introduction to Management Information Systems)
OM 551	Organizational Communication
OM 586	Strategic Planning and Management of Change (IT substitutes OM 587 MIS Policy and Management of Technology)

Specializations

The program offers an opportunity for students to concentrate their elective courses in one of four areas of special interest: human resource management, management, information technology management or marketing.

Track I: Human Resource Management (12 Credits)

Clearly a need exists for the development of professional competencies and skills in human resource management that deal with management issues that arise or relate to the people-side of the organization. The program provides opportunities to develop skills and a knowledge base necessary to exert effective leadership in the management of human resources in a variety of organizational settings including corporations; health and health-related facilities; local, regional, and state governments; and other complex organizations.

Required courses

OM 552	Regulation of Human Resource Management
	Elective

Choose any two

OM 527	Selection, Recruitment, and Training and Development
OM 557	Performance, Compensation, and Reward Systems
OM 558	Employee Relations and Services

Track II: Management (12 Credits)

The management specialization provides students with opportunities to acquire and practice the functions of management and to understand the characteristics of leadership, particularly within for-profit private and publicly traded organizations.

Required courses

OM 535	Leadership
	Elective

Choose any two

OM 520	Introduction to Management Information Systems
OM 533	Managing Customer Satisfaction
OM 536	Marketing Management

Track III: Information Technology Management (12 Credits)

Information and the technology that supports it are valuable resources to organizations. Their proper management is critical for organizational success. The Information Technology Management specialization provides conceptual and skill-based components in both technological and managerial areas that allow graduates to meet the increasing information needs of organizations.

Required courses

OM 571	Data Base Management Systems
OM 573	Systems Analysis and Design
OM 575	Data and Computer Communications
OM 577	Special Topics in Information Technology Management

Track IV: Marketing

The marketing specialization meets the educational needs of adults working in industry by emphasizing the social and behavioral dimensions of marketing, as well as focusing on a deep understanding of marketing as a necessary business function.

Required courses

OM 536	Marketing Management
OM 562	Consumer Advertising and Promotion
OM 564	Consumer and Marketing Research
OM 566	Relationship and Service Marketing

Cluster Programs

The program offers its degree with a management specialization in a cluster format at various sites in the region. The cluster concept advances students through the program as a cohort, meeting one weekend a month for 24 months. Further information on the cluster programs is available from the Center for Adult and Continuing Education or from the organizational management program director.

Certificate

The program offers a 15-credit certificate in human resource management to those individuals who are interested in the field of human resources, but do not wish to pursue the degree. Course requirements for entering and completing the certificate program include:

1. a baccalaureate degree from an accredited college or university in a field compatible with the area of advanced study;
2. completion of the following designated courses: OM 500, OM 545, OM 552; and,
3. completion of six additional credits from the human resource management specialization.

Second Specialization

Graduates of the organizational management program can return to Misericordia University to complete a second specialization by taking the required courses within the specialization area at a reduced tuition rate. The specialization requires the completion of a minimum of 12 credit hours of course work. Those interested should contact the Center for Adult and Continuing Education.

Medical Imaging and Organizational Management Option

This five-year program for medical imaging majors culminates with a bachelor of science degree in medical imaging and a master of science degree in organizational management. Those interested should refer to the undergraduate section for further details on the program.

Course Scheduling and Sequence

Fall Semesters

Weeknights

OM 500	Organizational Behavior
OM 509	Financial Management
OM 530	Legal Aspects of Administration
OM 536	Marketing Management
OM 527	Selection, Recruitment, and Training
OM 562	Consumer Advertising and Promotion
OM 573	Systems Analysis and Design (Odd Years)
OM 575	Data and Computer Communications (Even Years)

Weekend Clusters

OM 500	Organizational Behavior
OM 551	Organizational Communication
	Hazleton
OM 509	Financial Management
OM 586	Strategic Planning and the Management of Change

Even Years	*On Campus*
OM 535	Leadership
OM 538	Perspectives in Management
	Hazleton
OM 520	Introduction to Management Information Systems
OM 533	Managing Customer Satisfaction

Online Cluster

Odd Years	
OM 530	Legal Aspects of Administration
OM 545	Introduction to Human Resource Management
Even Years	
OM 515	Research Methods
OM 533	Managing Customer Satisfaction

Spring Semesters

Weeknights

OM 551	Organizational Communication
OM 515	Research Methods
OM 520	Introduction to Management Information Systems
OM 538	Perspectives in Management
OM 552	Regulation of Human Resource Management
OM 557	Performance, Compensation, and Reward Systems
OM 564	Consumer and Marketing Research
OM 573	Systems Analysis and Design (odd years)
OM 587	MIS Policy and Management of Technology (even years)

Weekend Clusters

Odd Years	*On Campus*
OM 536	Marketing Management
OM 586	Strategic Planning and Management of Change
	Hazleton
OM 500	Organizational Behavior
OM 551	Organizational Communication
Even Years	*On Campus*
OM 545	Introduction to Human Resources
OM 530	Legal Aspects of Administration
	Hazleton
OM 538	Perspectives in Management
OM 515	Research Methods

Online Cluster

Odd Years	
OM 500	Organizational Behavior
OM 551	Organizational Communication
Even Years	
OM 520	Introduction to Management Information Systems
OM 535	Leadership

Summer Semesters

Weeknights

OM 533	Managing Customer Satisfaction
OM 535	Leadership
OM 545	Introduction to Human Resources
OM 558	Employee Relations and Services
OM 566	Relationship and Service Marketing
OM 577	Special Topics in Information Technology Management
OM 586	Strategic Planning

Weekend Clusters

Odd Years	*On Campus*
OM 515	Research Methods
OM 533	Managing Customer Satisfaction
	Hazleton
OM 545	Introduction to Human Resources
OM 530	Legal Aspects of Administration
Even Years	*On Campus*
OM 509	Financial Management
OM 520	Introduction to Management Information Systems
	Hazleton
OM 535	Leadership
OM 536	Marketing Management

Online Cluster

Odd Years	
OM 509	Financial Management
OM 538	Perspectives in Management
Even Years	
OM 536	Marketing Management
OM 586	Strategic Planning

Organizational Management Course Descriptions (OM)

500 Organizational Behavior 3 credits

Social and behavioral science approaches to the study of human activity in organizations are studied. The course is designed to equip administrators with skills for managing interactions, differences, and relationships in organizational settings.

505 Decision Making 3 credits

A study of decision-making in complex human service organizations is the basis of this course. Examination of a variety of conceptual frameworks to enable administrators to develop an evaluative design for ethical, effective, and efficient decision making is included.

509 Financial Management 3 credits

This course is an introduction to the financial system and its relationship to the financing of business activities. The course emphasizes areas dealing with corporate financing decisions such as time value of money, security valuation, financial statement analysis, and financial forecasting.

510 Financial Management I 3 credits

This course is an introduction to basic economic theory, accounting principles, budget theory and practice, and financial control procedures necessary to the successful manager. Designed for the non-financial manager and presupposes little or no previous education or experience in finance.

511 Financial Management II 3 credits

This course applies the basic skills mastered in Financial Management I through case studies of public and private organizations. Emphasis on integrating financial considerations with other management considerations when analyzing and solving problems, and in planning. Investments, borrowing, information systems, and financial analysis are covered.

Prerequisite: OM 510

512 Management Science 3 credits

Management Science is concerned with providing advice, analysis, and support to decision makers based on a scientific approach and looking systematically at goals, scarce resources, and decision implementation. This course provides students with a conceptual understanding of the role that management science plays in the decision-making process, introduces students to procedures used to solve problems, and explores the procedures to review and interpret management literature and to determine the characteristics of quality research in the field of management.

515 Research Methods 3 credits

Provides students with an understanding of the concepts, principles, and techniques associated with the investigation of specific research problems in organizational behavior and management.

516 Introduction to Qualitative Research 3 credits

This course introduces the student to the nature and importance of qualitative research. Case study, grounded theory, historical and ethnographic methods are explored. Examples of qualitative research are analyzed, especially program evaluation.

520 Introduction to Management Information Systems 3 credits

Review and application of basic computer concepts, methods, and information systems techniques that contribute to business decision making and organizational performance. Topics include operating systems and hardware, graphics, desktop publishing, analysis and design, databases, communications, decision support systems, and artificial intelligence and robotics.

525 Human Services Systems 3 credits

An integrated seminar that examines the programs and policies of the major human service areas, with emphasis on the dynamics of the system as it evolves. Topics for discussion include aging, adult services, children and youth, drugs and alcohol, and health, mental health/mental retardation.

527 Selection, Recruitment, and Training/Development 3 credits

An in-depth examination of the recruitment and selection process and the training and development function. The course develops the key relationships among recruitment, selection and training/development of employees and explores the impact these functions have on organizational competitiveness and success. The course emphasizes the importance of proper recruitment, selection and training/development.

530 Legal Aspects of Administration 3 credits

This course provides students with an understanding of legal aspects of administrative action that includes the sources and scope of administrative authority and the function of the legal process. Case method of decision analysis is utilized, supplemented by lecture and discussion.

533 Managing Customer Satisfaction 3 credits

This course is a detailed analysis of the value chain concept and the essential interrelationships among logistics, production and operations, specification preparation, bid analysis, and vendor analysis. Emphasis is on how total integration of these concepts leads to customer satisfaction.

535 Leadership 3 credits

This course is an analysis of the effectiveness of various leadership styles on a continuum from authoritarian to participative. Emphasis will be on the impact of style on productivity, morale, commitment, and achievement of strategies and goals.

536 Marketing Management 3 credits

An analytical approach to the study of marketing issues. Focus is on influence of the market place and the marketing environment, on decision making in regard to the determination of the organization's services, fee structures, channels and strategies of communication and the organization's system for planning and controlling its marketing effort.

538 Perspectives in Management 3 credits

This course focuses on the changing nature of management in response to new challenges in the internal and external managerial environment. Emphasis is placed on the problem-solving aspects of the managerial process. Special areas include globalization of the decision-making/problem-solving process, motivation for performance, and fostering an atmosphere for innovation and creativity.

540 Grant/Contract Development and Management 3 credits

Systematic approach to the mechanics, techniques, and issues involved in external funding. Covers the pre-application phase, the application phase, the post-application phase, and the administration phase of grant/contract development and management.

541 Not-For-Profit Management 3 credits

An examination of the management principles and practices as particularly applied to the not-for-profit sector. Topics include board relations, staff effectiveness, fund-raising, marketing, financial information systems, management information systems, governmental relations, legal resources, and use of consultants.

542 Fund-raising: Theory and Application 3 credits

This course is designed for the current or prospective administrator. Focus is on mechanics of fund-raising, the tools of the fund-raiser, and the types of fund-raising activities applicable to both public and private sectors. This course considers the role of institutional development in the 1990s.

543 Assessment in Not-For-Profit Organizations 3 credits

This course is an introduction to the purposes and practices of program assessment and evaluation with special emphasis on the not-for-profit sector. Topics include: purpose of evaluation; evaluation planning; techniques of evaluation; need, process and outcomes evaluation; and effective application of findings.

545 Introduction to Human Resource Management 3 credits

This course is an introduction to human resource management. It provides a broad overview in such areas as history and definition of the human resource process, human resource management functions, recurring themes in human resource management including issues of protected classes such as women and the disabled, alternative views, and current and future challenges in the field.

550 Personnel and Labor Relations 3 credits

Basic concepts, issues, and practices involved in personnel administration and labor relations are studied. Emphasis on the successful management of human resources.

551 Organizational Communication 3 credits

This course is designed to develop skills in communication to promote organizational goal setting, coherence, and effective teamwork.

552 Regulation of Human Resource Management 3 credits

This course is an examination of the legal environment of the workplace and its impact on the human resource function. Compliance with state and federal laws and regulations will be emphasized. It offers an overview of the statutory scheme regulating employment and labor relations, presented primarily through pertinent statutes and their judicial interpretation (case law). Topics include, but are not limited to, issues of discrimination in the workplace, labor relations, health and safety issues, and employment standards.

553 Fundamentals of Employment Benefit Planning 3 credits

This course is an in-depth study of the evolution and development of employee benefit programs. Current practices and their applicability to various organizations is examined.

554 Current Issues in Human Resource Management 3 credits

This seminar, designed for the study of timely and significant issues in human resource management, examines current trends and relevant problem-solving techniques in human resource management.

555 Administration of Human Resources 3 credits

This course examines the theory, policy, and process issues in employment relationships including specific practices in selection, appraisal, compensation and discipline as they relate to conceptual views of management.

556 Policy/Procedure Development in Human Resource Management 3 credits

This course studies the development and implementation of policies relevant to human resource administration. Focus is on the relationship between government policy and corporate policy and influence of management philosophy for policy planning. Discussion on expected and unexpected outcomes of policy decisions is included.

557 Performance, Compensation, and Reward Systems 3 credits

This course explores the performance appraisal function and process and its linkage to compensation system development, including performance-based pay and benefits (total compensation strategies), and to reward systems.

Prerequisite: OM 545

558 Employee Relations and Services 3 credits

The course examines employee relation issues including management systems and procedures, job design, work environment, and growth and development. Additionally, students study employee services ranging from employee assistance programs and counseling to child and elder care.

559 Special Topics in Human Resource Management 3 credits

This course is an examination of selected topics relevant to human resource management. Possible topics include training and staff development, employee assistance programming, governmental relations strategies, time management, and effective supervision.

562 Consumer Advertising and Promotion 3 credits

This course is a comprehensive study of the theory and practical applications of consumer advertising and sales promotion, as part of an integrated marketing communications strategy. Students identify various elements utilized by consumers to achieve tactical and strategic buying decisions. Relationship-building and ethical issues are addressed.

564 Consumer and Marketing Research 3 credits

This course concentrates on the fundamental research methods: hypothesis statements, the survey process, data analysis, conclusions and presentation of research results. Research emphasis is placed on consumer buying decision-making.

566 Relationship and Service Marketing 3 credits

This course examines key concepts, theories, applications, and theoretical and conceptual paradigms, including global viewpoints to develop relationship marketing organizational designs. By stressing the importance of cooperation and collaboration with suppliers and customers, relationship marketing emerges as the core of all marketing activity.

571 Database Management Systems 3 credits

This course studies methodologies for logical and physical database design; entity-relationship diagrams and their mapping to database schemes. This course covers data base concepts, data base architecture, data modeling, data dictionaries, data base administration, data security and SQL (structured query language) normalization, query optimization, as well as form and report design, commercial DBMS products, concurrency, recovery, and security. Using Oracle or MS Access or other DBMS, students are responsible for creating an authentic database. Even years

573 System Analysis and Design 3 credits

The course provides in-depth coverage of the tools, techniques and methodologies for information systems analysis and design. Other topics include client/server computing, software process management, and software quality management. Students are expected to undertake an authentic, real-world, systems-analysis-and-design project. Odd years

575 Data and Computer Communications 3 credits

The course provides a comprehensive view of data and computer communications and examines fundamental concepts in telecommunications and networking. Topics include network technologies and services, with an emphasis on understanding digital data communications and their role in business organizations. The course explores key issues, general categories of principles, including basic concepts and terminology, various design approaches and applications in business.

577 Special Topics in Information Technology Management 3 credits

This course is an examination of selected topics relevant to the development of knowledge and skills in information technology management. Possible topics include electronic commerce, software engineering, decision support and expert systems, office automation, and other leading-edge technologies.

585 Special Topics in Administration 3 credits

Examination of selected topics relevant to the development of skills in administration. Possible topics include governmental relations strategies, time management, program assessment and evaluation.

586 Strategic Planning and Management of Change 3 credits

This course is an introduction to the strategic planning process and its application in managing organizational change. Techniques and skills involved in designing and implementing planned change to improve organizational adaptiveness and effectiveness in the changing political, economic, social, and technological environments.

587 MIS Policy and Management of Technology 3 credits

Based on the premise that the effective management of information systems requires some level of understanding of the underlying technologies, the course emphasizes managerial issues in information systems as opposed to concentrating on technical areas. The course considers enterprise architecture as its relates to the providing organizational information systems.

590 Seminar 3 credits

This is an advanced seminar offered to small groups of graduate students who wish to explore in greater depth a sub-specialty in administration that may include human resource issues and/or general management issues.

595 Professional Contribution 3 credits

This course includes the design and implementation of a special project or study relevant to the expressed needs of an organization or agency.

Prerequisite: Academic advisor approval

596 Administrative Practicum 3 credits

This is an educationally-directed experience in an approved organizational setting. Application for the practicum must be made with the student's academic advisor.

599 Independent Study Variable credits

This class allows students to investigate a topic of interest with the guidance of a mentor approved by the university. Topics must be approved in advanced.

Physical Therapy

College of Health Sciences
Degree MS, Physical Therapy
Department Chair Susan P. Barker, PhD

Faculty

Susan P. Barker, Professor of Physical Therapy, BS University of Pennsylvania; MS Temple University; PhD Drexel University

Richard Haydt, Assistant Professor of Physical Therapy, BS Wilkes College; MSPT Beaver College; DPT University of St. Augustine

Diane E. Madras, Associate Professor of Physical Therapy, BA University of Missouri-Columbia; MS Columbia University; PhD Louisiana State University

Kelley A. Moran, Associate Professor of Physical Therapy, BS University of Delaware; MS Arcadia University; DPT Temple University

Michael Moran, Professor of Physical Therapy, BS State University of New York at Stony Brook; MS University of Scranton; ScD Nova University

Maureen Pascal, Associate Professor of Physical Therapy, BS University of Pennsylvania; MS Boston University; DPT Temple University

Steven Pheasant, Associate Professor of Physical Therapy, BA Wittenberg University; MS Arcadia University; PhD University of Toledo

Amy Tremback-Ball, Associate Professor of Physical Therapy, BS, MS College Misericordia; PhD Marywood University

Physical Therapy Major

Students are no longer being accepted into the pre-professional phase of the Master of Science in Physical Therapy (MSPT) program. Transfer applications will be accepted into the professional phase of the program for fall 2009. The professional phase of the program is three years in duration. Students admitted as undergraduate transfers who successfully complete all major and university requirements will be awarded a bachelor of science degree in health science in addition to an MSPT degree. Students admitted with a baccalaureate degree will be awarded an MSPT degree upon successful completion of the professional program.

The physical therapy program at Misericordia University received full accreditation status in 2001. Graduates of the program are eligible for licensure as physical therapists in the individual United States and territories. For additional information, contact the Commission on Accreditation in Physical Therapy Education at 1111 North Fairfax Street, Alexandria VA 22314-3245; (703) 706-3245; accreditation@apta.org.

Mission

It is the mission of the physical therapy education program to provide professional physical therapy education opportunities to the citizens of northeastern Pennsylvania and the surrounding regions of New York, New Jersey, Maryland, and Pennsylvania and to help meet the physical therapy health care needs of these areas.

The physical therapy program is committed to providing an education program that produces competent physical therapy practitioners who are critical thinkers and educated consumers of research. This program will prepare graduates for productive careers in physical therapy and as advocates for and participants in life long learning.

As an entry-level professional post-baccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing affordable, quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, and service.

Philosophy

The MSPT physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as peer colleagues in the contemporary health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evidenced by their interactions with clients, families, health care colleagues, and the community in which they practice.

An educational program for physical therapists should reflect the concepts of androgogy (adult education), including problem solving, critical thinking, analysis, integration of theory and practice, clinical decision making, mentoring, and self-directed learning.

Physical therapists should have the ability to articulate and exchange knowledge and to seek additional knowledge and skills; and they should have the ability and desire to remain open to input from and collaboration with other health care professionals. They should value collaboration and communication in a spirit of mutual collegiality among health care providers and view these as essential to meeting the health care needs of society.

A physical therapy professional education program not only prepares physical therapy generalists but also provides graduates with the tools that enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of professional education programs preparing competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program.

Goals

The goals of the MSPT physical therapy education program are to prepare graduates who:

1. Are physical therapist generalists capable of contemporary, competent, legal, and ethical practice.
2. Value the relevance of critical inquiry in the validation and advancement of the art and science of physical therapy.
3. Appreciate the roles and responsibilities of physical therapists as professionally autonomous practitioners within the health care system.
4. Accept the responsibility for education of self, the community, clients, and colleagues in the health care system.
5. Value and foster communication and interaction with colleagues for the benefit of optimal service to clients.
6. Respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues, and the community.

Transfer into the Physical Therapy Program

Applications will be accepted only for transfer admission into the professional program that begins in the fall semester of 2009. Admission to the physical therapy major is not guaranteed, and is on a space available basis. The deadline for submitting an application for transfers admissions is February 1, 2009. Contact the admissions office for further information. All prerequisite coursework must be completed prior to beginning the professional program.

Internal Transfer

Students who currently attend Misericordia University and who wish to transfer into the physical therapy professional program will be evaluated by the physical therapy admissions committee, along with external transfer applicants. Admission to the physical therapy major is not guaranteed, and is on a space-available basis. The deadline for submitting an application for transfer admission is February 1, 2009.

The criteria for admission into the professional MSPT program (fall semester, 2009) are:

1. Completion of at least 70 credits with a cumulative GPA of at least 2.5, with at least a "B" average in prerequisite science courses highly desirable.
2. Minimum combined SAT score of 1050 for critical reading and math (or the equivalent ACT score), with minimum SAT scores of 500 in the critical reading and math sections. If SAT scores are older than five years, GRE or Miller's Analogy Test scores are required.
3. Completion of required prerequisite courses or their equivalents with a minimum grade of "C":

CHM 104	General Chemistry	4 credits
CHM 105	Introduction to Organic and Biochemistry	4 credits
BIO 211/212	Anatomy and Physiology I & II	8 credits
PHY 107/108	Introductory Physics I & II	6 credits
or		
PHY 117 & 118	Physics Introduction I & II	8 credits
PSY 123	Introduction to Psychology	3 credits
SOC 101	Comparative Sociology	(3 credits

4. Completion of a minimum of 39 core curriculum credits.
5. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.

External Transfer

Students who do not currently attend Misericordia University but who have completed college-level work may be evaluated for admission into the physical therapy program.

Applicants Without Baccalaureate Degree

Transfer applicants who do not have a baccalaureate degree may be admitted into the professional physical therapy program (fall semester, junior year) if they meet the criteria listed above for internal transfer candidates. Students who do not have an earned baccalaureate degree must complete all university requirements for a baccalaureate degree.

Applicants with PTA Associate Degree

Transfer students with a physical therapist assistant associate degree will fall under the following requirements with regard to core curriculum requirements:

1. Student must have at least one course on his/her transcript in each area of Misericordia University 's Core Curriculum.
2. Courses transferred from another institution may represent the area of the core that the course satisfies. The appropriateness of the representational core substitute will be determined by the director of the program in which the core course resides. Courses taken at Misericordia University must satisfy the specific course requirement in the core area.
3. From the date of enrollment only two additional courses may be taken off campus and these must be taken at a four-year institution. One of these may be in a core course.

Applicants with Baccalaureate Degree

Transfer applicants who have a baccalaureate degree may be admitted directly into the professional physical therapy program (junior year) if they meet the following criteria:

1. Minimum cumulative GPA of 2.5 in college/university work completed.

   Successful completion of the following prerequisite university courses or their equivalent with a grade of at least "C" in each course:

Chemistry with lab	2 semesters (must include organic chemistry)
Physics with lab	2 semesters
Human Anatomy with lab	1 semester
Human Physiology with lab	1 semester
Introduction to Psychology	1 semester

2. Minimum total SAT score of 1,050 for critical reading and math (or the equivalent ACT score), with minimum SAT scores of 500 in the critical reading and math sections. If SAT scores are older than five years, GRE or Miller's Analogy Test scores are required.
3. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.
4. The following courses are not prerequisites; however, they must be completed by the spring semester of the first year of professional study. Transfer applicants are encouraged to complete them before entering the program:

Statistics	1 semester
Developmental Psychology	1 semester

Advancement to the Professional Physical Therapy Program

Advancement to the professional program (junior year) is based on the following criteria:

1. Completion of at least 70 credits with a cumulative GPA of at least 2.5
2. Completion of required prerequisite courses or their equivalents with a minimum grade of "C": CHM 104/105, PHY 117/118, BIO 211/212, PSY 123, SOC 101, PT 304
3. Completion of a minimum of 39 core curriculum credits
4. Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year's full-time professional experience within the health care system.

Advancement within the Professional Master of Science in Physical Therapy Program

To advance within the professional program, students must:

1. Earn no grade below "B" in required professional level courses.
2. Achieve at least a minimum level of competence (MLC) of 80 percent in all required professional level courses, and at least "C" in MTH 115 and PSY 275.
3. Satisfy all university undergraduate and graduate requirements.

Policies and procedures related to academic standards for the physical therapy program are included in the physical therapy student handbook supplied to all enrolled physical therapy students.

Undergraduate Pre-professional Curriculum for MSPT Majors

Sequence of required courses and suggested sequence of core courses:

First Year

First Semester		*Total Credits 16*
CHM 104	General Chemistry	4
	Core or Elective	12

Second Semester		*Total Credits 16*
CHM 105	Introduction to Organic Chemistry	4
	Core or Elective	12

Summer	*Total Credits 3*
Core or Elective	3

Sophomore Year

First Semester		*Total Credits 17*
BIO 211	Anatomy and Physiology I	4
PHY 117	Physics Introduction I	4
	Core or Elective	9

Second Semester		*Total Credits 17*
BIO 212	Anatomy and Physiology II	4
PHY 118	Physics Introduction II	4
PT 304	Health Wellness & HP	3
	Core or Elective	6

Summer	*Total Credits 3*
Core or Elective	3
Core or Elective	3

Required core curriculum for PT majors:

CPSSS Core	PSY 123, SOC 101
Natural Science Core	CHM 104-105
Mathematics Core	MTH 115 Statistics*

Additional required courses:

PSY 275§
PHY 117/118
BIO 211/212
PT 304

Behavioral Science, Social Science, Education, Business or Language electives (6 credits)

** Must be completed no later than Spring Semester of Junior year.*
§ Must be completed before the beginning of Fall Semester of Senior year.

Master of Science in Physical Therapy Program

Physical Therapy Professional Curriculum, MSPT Students

Sequence of courses with suggested sequence of core and elective courses:

First Professional Year (Junior)

First Semester *Total Credits 18*

PT 301	Gross Anatomy	5
PT 405	Analysis of Human Movement	4
PT 407	Applied Physiology	4
PT 409	PT Clinical Skills	2
	Core or Elective	3

Second Semester *Total Credits 16*

PT 302	Applied Neuroscience	4
PT 402	Clinical Science I	6
PT 410	Integrated Clinical Arts I	3
	Core or Elective	3

Summer *Total Credits 6*

PT 515	Research Methods	3
	Core or Elective	3

Second Professional Year (Senior)

First Semester *Total Credits 17*

PT 503	Clinical Science II	4
PT 505	Clinical Science III	4
PT 511	Integrated Clinical Arts II	4
PT 590	Research Seminar	2
	Core or Elective	3

Second Semester *Total Credits 14*

PT 518	Clinical Education I 6 weeks	3
PT 506	Clinical Science IV 10 weeks	6
PT 512	Integrated Clinical Arts III 10 weeks	4
PT 507	Clinical Science V	1

Third Professional Year (Graduate)

First Semester *Total Credits 12*

PT 619	Clinical Education II 10 weeks	6
PT 621	Clinical Education III 10 weeks	6

Second Semester *Total Credits 13*

PT 614	Integrated Clinical Arts IV	3
PT 690	Critical Inquiry	2
PT 616	Clinical Decision Making	2
PT 612	Special Topic	3
	Core or Elective	3

Physical Therapy Course Descriptions (PT)

301 Gross Anatomy 5 credits

The study of human anatomy, emphasizing structure and function in relationship to human movement. This is a regional gross anatomy course that incorporates interrelationships among musculoskeletal, neuromuscular, cardiovascular, pulmonary, and visceral structure and function. Laboratory sessions will include cadaver dissection and will be strongly integrated with PT 405 Analysis of Human Movement and PT 407 Applied Physiology. (Lecture: 3 hours, Lab: 4 hours.)

Prerequisites: BIO 211/212 Co-requisites: PT 405, PT 407, PT 409. Fall

302 Applied Neuroscience 4 credits

The study of the nervous system with an emphasis on sensorimotor structure and function, and common clinical pathology. Neuroanatomy, neurophysiology, and neuropathology are examined in the context of clinical examination. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: BIO 211/212, PT 301, PT 405, PT 407, PT 409, or permission of instructor. Fall

304 Concepts of Health, Wellness and Health Professions 3 credits

Exploration of the contemporary concepts of health and wellness as they relate to health promotion and maintenance, disease prevention and health care; the role of physical therapy as a health profession within a holistic health care model; the importance of professional behavior, critical inquiry, communication, interaction, cultural diversity, and collaboration in professional physical therapy practice. (Lecture: 2 hours/discussion and independent study.)

Prerequisites: Required for sophomore PT majors as pre-professional prerequisite course or permission of program. Spring only

402 Clinical Science I 6 credits

This course will introduce the student to the skills necessary for physical therapy examination of and intervention for problems with the musculoskeletal system, primarily involving the upper and lower extremities. A number of examination and intervention principles utilized throughout the musculoskeletal system will be examined, as well as joint-specific principles. These principles will then be applied to the anatomy and biomechanics of the specific regions of the upper and lower extremities. Pathologies will be explored in light of their regional effects on anatomy and mechanics, as well as the effect of these changes in mechanics on the function of the body as a whole. Material from PT 301 Gross Anatomy, PT 405 Analysis of Human Movement, PT 407 Applied Physiology, and PT 409 PT Clinical Skills will be utilized to facilitate integration of these skills into total patient care. (Lecture: 3 hours, Lab: 6 hours.)

Prerequisites: PT 301, PT 405, 407, PT 409; Co-requisites: PT 302, PT 410. Spring only

405 Analysis of Human Movement 4 credits

The analysis of human movement from the developmental, kinesiological, and biomechanical perspectives. Functional anatomy, kinesiology and pathokinesiology of the joints, posture, functional movement patterns of the neck, trunk and limbs and gait as a basis for evaluation and intervention strategies in the presence of movement dysfunction associated with musculoskeletal problems. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: BIO 211-212; PHY 107-108 ; Co-requisites: PT 301, PT 407, PT 409. Fall only

407 Applied Physiology 4 credits

Includes the physiological mechanisms affecting physical therapy evaluation and intervention strategies including physical agents, exercise, and modifying variables as related to maintaining and restoring homeostasis. Applied cardiovascular and respiratory physiology and exercise physiology including muscle physiology and energy production. (Lecture: 3 hours. Lab: 2 hours.)

Prerequisites: BIO 211/212; CHM 104/105; Corequisites: PT 405, PT 409; PT 301. Fall only

409 PT Clinical Skills 2 credits

Introduction to patient handling, tests and measurements, and intervention strategies. Includes monitoring of vital signs, goniometry, manual muscle testing, posture and gait analysis; massage; modalities of heat, cold, light and water; therapeutic exercise; and gait training. Introduces problem solving, communication, documentation, and patient management. (Lab: 4 hours)

Prerequisites: BIO 211/212; PHY 107/108 or PHY 117 & PHY 118; Corequisites: PT 405, PT 407, PT 301. Fall only

410 Integrated Clinical Arts Seminar I 3 credits

This is the first in a series of interactive lectures and seminars designed to integrate physical therapy clinical arts into clinical and foundation sciences from a bio-psycho-social perspective. Content for discussion includes the following: analysis of the impact of moderating variables such as age, gender, cultural diversity, environment and lifestyles across the lifespan; interpersonal and communications skills; professional roles, behaviors, values, and responsibilities; and appropriate utilization and application of medical imaging and pharmacology. Application and integration are geared particularly to clients with musculoskeletal dysfunction. (Lecture: 3 hours, Seminar: 1 hour)

Prerequisite: PT 301; PT 405, PT 407, PT 409; Corequisites: PT 402; BIO 302. Spring only

503 Clinical Science II 4 credits

This course is a continuation of Clinical Science I. The principles studied in Clinical Science I are applied to the cervical, thoracic, and lumbar spines and temporomandibular joint. In addition, principles and mechanics specific to spinal pathology will be introduced. Pathologies investigated in Clinical Science I that affect the extremities will be reexamined with regard to their effect on the spine. Material from PT 301 Gross Anatomy, PT 405 Analysis of Human Movement, PT 407 Applied Physiology, PT 409 Clinical Skills, PT 402 Clinical Science I, and PT 302 Applied Neuroscience will be integrated into the course. Classroom and laboratory sessions will be utilized to facilitate integration of these skills into total patient care. (Lecture: 2 hours, Lab: 4 hours)

Prerequisite: PT 515; Corequisites: PT 505, PT 511. Fall only

505 Clinical Science III 4 credits

This course reviews cardiopulmonary anatomy and physiology, pathophysiology, and the effects of aging on these systems. Cardiopulmonary dysfunction as a complication of other medical conditions is stressed. Analysis, evaluation, differential diagnosis, intervention and modification within the scope of practice of physical therapy are emphasized. The impact of medical laboratory studies, medical diagnoses, graded exercise testing with EKG analysis, and pharmacological factors on PT examination and treatment planning are discussed. Intervention stresses environmental and lifestyle factors, health and wellness attitudes, and physical therapy as integral to patient and public education. Classroom, laboratory, group, and clinical sessions will be used to facilitate integration of competencies and skills. (Lecture: 3 hours, Lab: 2 hours)

Prerequisites: PT 515; Corequisites: PT 503, PT 511. Fall only

506 Clinical Science IV 6 credits

This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological examination, intervention, and rehabilitation. Analysis of posture and movement during the normal process of development and aging as well as the neurologically impaired population will be emphasized. Current movement theory, postural control, and motor learning will be applied and integrated with knowledge gained in previous coursework for clinical decision making in evaluation and selection of appropriate intervention strategies. The theoretical basis and treatment techniques for selected servomotor techniques such as PNF, NDT, and sensory integration will also be included. Laboratory sessions will emphasize the development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan with neurologic impairments. (Lecture: 6 hours, Lab: 4 hours, 10 weeks)

Prerequisites: PT 503, PT 505, PT 511, PT 590; Corequisite: PT 512. Spring only

507 Clinical Science V 1 credit

This course is designed to provide the student with an opportunity to synthesize material learned to date within the physical therapy program in the context of integumentary physical therapy. Cooperative learning, independent research, and evidence-based practice on specific topics related to integumentary physical therapy are integral components of the class. (Lab: 2 hours, 10 weeks)

Prerequisite: PT 518; Corequisites: PT 506, PT 512. Spring only

511 Integrated Clinical Arts Seminar II 4 credits

The second in a series of interactive lectures and seminars designed to integrate physical therapy clinical arts into clinical and foundation sciences from a bio-psycho-social perspective. Content for discussion includes the following: analysis of the impact of moderating variables such as age, gender, cultural diversity, environment and lifestyles across the lifespan; orthotics and assistive devices, normal and abnormal development, appropriate utilization and application of medical imaging, pharmacology, selected lab values and EMG/NCV electrodiagnostic testing; burns; obstetric physical therapy; critical analysis/problem solving; clinical education, administration, management and health policy, information management, values and responsibilities in the health care system and in preparation for autonomous practice, collegial collaboration and communication. Application and integration particularly geared to clients with spinal musculoskeletal dysfunction, obstetric involvement, and cardiopulmonary dysfunction. (Lecture: 3 hours, Seminar: 2 hours)

Prerequisites: PT 515; PSY 275; Corequisites: PT 503, PT 505. Fall only

512 Integrated Clinical Arts Seminar III 4 credits

The third in a series of interactive lectures and seminars designed to integrate physical therapy clinical arts into clinical and foundation sciences from a bio-psycho-social perspective. Content for discussion includes the following: analysis of the impact of moderating variables such as age, gender, cultural diversity, environment and lifestyles across the lifespan; prosthetics and management of patients with limb loss; applications of teaching and learning theory; appropriate utilization and application of medical imaging and pharmacology in the presence of neurological impairment; selection, adaptation, and utilization of mobility aids and appliances; wound care; and PT problems secondary to cancer. (Lecture: 4 hours, seminar: 2 hours, 10 weeks)

Prerequisites: PT 503, PT 505, PT 511, PT 590; Corequisite: PT 506. Spring only

515 Research Methods 3 credits

This course will present the principles and processes involved in research. Quantitative and qualitative approaches will be reviewed and analyzed relative to their strengths, limitations, and practical uses. The application of appropriate research methods to problems worthy of study and evaluation of research literature will be stressed.

Prerequisites: PT 302; PT 402, PT 410; MTH 115. Summer only

518 Clinical Education I 3 credits

This is a six-week, full-time clinical education experience occurring during the second semester of the second professional year (January-February). This experience will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from physical therapy clinical faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will begin the processes of professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice.

Prerequisite: Satisfactory completion of all required professional courses to date

590 Research Seminar 2 credits

The focus of this course is evaluation and interpretation of published research in physical therapy. Content from PT 515 (Research Methods) will be integrated into this course in the continued evaluation of the literature and physical therapy practice.

Prerequisite: PT 515. Fall

612 Special Topics in Physical Therapy 1-3 credits

Allows physical therapy students in their final semester the opportunity for study in up to three professional specialty areas. Topics may vary from year to year depending on student interest and the availability of faculty with professional expertise. Topics may include clinical specialties such as sports physical therapy, geriatrics, or pediatrics, or role specialties such as administration, teaching, or community health. Independent study or a graduate course outside the physical therapy department may be arranged with permission of program faculty. (Seminar/topic: 2 hours)

Prerequisites: PT 619 and final semester standing or department permission. Spring

614 Integrated Clinical Arts Seminar IV 3 credits

Fourth in a series of interactive lectures and seminars designed to integrate physical therapy clinical arts into clinical and foundation sciences from a bio-psycho-social perspective. Content for discussion includes: analysis of the impact of moderating variables such as age, gender, cultural diversity, environment and lifestyles across the lifespan; critical analysis/problem solving; administration; management and health policy; information management; collegial collaboration and communication; ethical decision making in physical therapy; overview of the PT professional association; the role of physical therapy in meeting societal needs, and the role of physical therapists as consultants. (Lecture: 2 hours, Seminar: 2 hours)

Prerequisite: PT 619; Corequisites: PT 616; PT 690; PT 692. Spring

616 Clinical Decision Making 2 credits

Through the use of case studies and current research literature, the clinical decision making processes related to the cases selected and those made during clinical education experiences will be analyzed in relation to physical therapy diagnosis, prognosis, intervention, and outcome measurement. Clinical decisions regarding the physical therapy scope of practice and refer/not refer and treat/not treat will be made in preparation for practice with professional autonomy. Letters of justification to third party payers will be discussed. A comprehensive examination will be used to help students identify areas of weakness/strengths and to help develop written plans for review of material prior to sitting for the licensure examination. (Seminar: 2 hours)

Prerequisite: PT 619; Corequisite: PT 614. Spring

619 Clinical Education II 6 credits

This ten-week, full-time clinical education experience occurs in the fall semester of the third professional year (August-October). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for integration of professional knowledge and skills in total patient care. Students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education III. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected.

Prerequisite: Satisfactory completion of all professional courses to date. Fall

621 Clinical Education III 6 credits

This ten-week, full-time clinical education experience (October-December) immediately follows Clinical Education II. This experience builds upon previous clinical education experiences. Patient evaluation and intervention skills should be fine-tuned. Additional emphasis should be placed upon addressing clinical decision-making, goal setting, functional outcome measures, modification of intervention plans, and the role of physical therapy in a dynamic health care system. Students should seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance.

Prerequisite: PT 619. Fall

690 Critical Inquiry 2 credits

Content from PT 515 (Research Methods) and PT 590 (Research Seminar) will be integrated into this course in the continued evaluation of the literature and physical therapy practice.

Prerequisite: PT 621; Corequisites: PT 614, PT 616. Spring

699 Scholarly Activity Practicum 1-3 credits

This course provides opportunities for physical therapy students to assist physical therapy faculty members with scholarly projects. Permission of the physical therapy faculty member who is responsible for this course is required. This course may be repeated.

Entry-level Doctor of Physical Therapy

College of Health Sciences
Degree DPT, Doctor of Physical Therapy
Department Chair Susan P. Barker, PhD

Faculty

Susan P. Barker, Professor of Physical Therapy, BS University of Pennsylvania; MS Temple University; PhD Drexel University

Richard Haydt, Assistant Professor of Physical Therapy, BS Wilkes College; MSPT Beaver College; DPT University of St. Augustine

Diane E. Madras, Associate Professor of Physical Therapy, BA University of Missouri-Columbia; MS Columbia University; PhD Louisiana State University

Kelley A. Moran, Associate Professor of Physical Therapy, BS University of Delaware; MS Arcadia University; DPT Temple University

Michael Moran, Professor of Physical Therapy, BS State University of New York at Stony Brook; MS University of Scranton; ScD Nova University

Maureen Romanow Pascal, Associate Professor of Physical Therapy, BS University of Pennsylvania; MS Boston University; DPT Temple University

Steven Pheasant, Associate Professor of Physical Therapy, BA Wittenberg University; MS Arcadia University; PhD University of Toledo

Amy Tremback-Ball, Associate Professor of Physical Therapy, BS, MS College Misericordia; PhD Marywood University

Students are admitted at the first year and post-baccalaureate transfer level to the doctor of physical therapy program. A student accepted at the first year level completes 6-1/2 years of study, resulting in a bachelor's degree and a doctor of physical therapy (DPT) degree. During the first 3-1/2 years, the student completes the requirements for a bachelor's degree in an area of the student's choice. Students accepted into the pre-DPT program at the first year level are guaranteed progression into the graduate DPT program, as long as academic criteria are met. A student accepted at the post-baccalaureate transfer level completes 3 years of study, resulting in a DPT degree. The graduate DPT program is eight semesters in length.

The physical therapy program at Misericordia University received full accreditation status in 2001. Graduates of the program are eligible for licensure as physical therapists in the individual United States and territories. For additional information, contact the Commission on Accreditation in Physical Therapy Education at 1111 North Fairfax Street, Alexandria VA 22314-3245; (703) 706-3245; accreditation@apta.org.

Mission

It is the mission of the physical therapy education program at Misericordia University to provide professional physical therapy education opportunities and to help meet physical therapy health care needs.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for, and participants in, life long learning.

As an entry-level professional post baccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, service and hospitality.

Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as reflective practitioners in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

An educational program for physical therapists should reflect the concepts of androgogy (adult education) to include problem solving, critical thinking and analysis, synthesis, evaluation, and integration of theory and evidence in practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should integrate the core values of the profession in all professional activities. While capable of autonomous practice, they should have the ability and desire to remain open to input from and collaboration with other health care professionals.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of a professional education program that prepares competent health care practitioners.

A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program.

Goals

The goals of the entry-level DPT program are to prepare graduates who:

1. Be prepared to practice as physical therapist generalists capable of contemporary, reflective, competent, legal, and ethical practice,
2. Value the relevance of, and contribute to, evidence for the validation and advancement of the art and science of physical therapy,
3. Accept the roles and responsibilities of physical therapists as professionally autonomous practitioners within the health care system,
4. Accept the responsibility for education of self, the community, profession, clients, and colleagues in the health care system,
5. Value and foster communication and interaction with colleagues for the benefit of optimal service to clients, and
6. Respect and respond to contemporary bio-psycho-social diversity in interactions with clients, families, colleagues and the community.

Advancement to the Doctor of Physical Therapy Graduate Program

To advance to the graduate program, students must:

1. Complete all requirements for a bachelor's degree of the student's choice.
2. Achieve an overall undergraduate grade point average of at least 3.0.
3. Achieve a pre-requisite grade point average of at least 3.0.

4. Complete all pre-requisite courses with a grade of at least C for each course:

CHM 104	General Chemistry with lab
CHM 105	Introduction to Organic Chemistry with lab
PHY 117	Physics Introduction I with lab
PHY 118	Physics Introduction II with lab
BIO 211	Anatomy and Physiology I with lab
BIO 212	Anatomy and Physiology II with lab
PSY 123	Introduction to Psychology
SOC 101	Comparative Sociology
MTH 115	Statistics
PSY 275	Child and Adolescent Psychology
PSY 290	Abnormal Psychology

Policies and procedures related to academic standards for the physical therapy program are included in the pre-professional physical therapy student handbook supplied to all enrolled physical therapy students.

Entry-Level Doctor of Physical Therapy Curriculum

Sequence of courses:

First Professional Year

Semester 1(Spring) Total Credits 18

DPT 801	Applied Physiology	4
DPT 803	Human Anatomy I	3
DPT 805	Medical Conditions I	3
DPT 807	Movement Science I	4
DPT 819	Professional Issues I	2
DPT 811	Physical Therapy Clinical Skills I	2

Semester 2 (Fall) Total Credits 17

DPT 813	Evidence Based Practice I	3
DPT 815	Medical Conditions II	3
DPT 817	Movement Science II	3
DPT 851	Musculoskeletal Physical Therapy I	5
DPT 829	Professional Issues II	2
DPT 821	Physical Therapy Clinical Skills II	1

Second Professional Year

Semester 3 (Spring) Total Credits 18

DPT 853	Cardiovascular & Pulmonary Physical therapy	4
DPT 823	Evidence Based Practice II	2
DPT 809	Human Anatomy II	2
DPT 855	Musculoskeletal Physical Therapy II	4
DPT 857	Neuromuscular Physical Therapy I	5
DPT 839	Professional Issues III	1

Semester 4 (Summer) Total Credits 8

DPT 837	Clinical Education I	8

Semester 5 (Fall) Total Credits 18

DPT 833	Evidence-based Practice III (8weeks)	2
DPT 861	Integumentary Physical Therapy (8 weeks)	3
DPT 825	Medical Conditions III (8 weeks)	3
DPT 849	Professional Issues IV (8 weeks)	2
DPT 847	Clinical Education II (8 weeks)	8

Third Professional Year

Semester 6 (Spring)		*Total Credits 17*
DPT 843	Evidence-based Practice IV	3
DPT 863	Neuromuscular Physical Therapy II	4
DPT 865	Patient/Client Management	4
DPT 859	Professional Issues V	3
	PT Elective	3

Semester 7 (Summer)		*Total Credits 8*
DPT 867	Clinical Education III	8

Semester 8 (Fall)		*Total Credits 16*
DPT 877	Clinical Education I (10 weeks)	10
DPT 879	Doctoral Seminar (8 weeks)	3
DPT 869	Professional Issues VI (8 weeks)	3

Doctor of Physical Therapy Course Descriptions (DPT)

801 Applied Physiology 4 credits

The study of physiological mechanisms affecting physical therapy examination, evaluation and intervention. Includes physical agents, exercise, and modifying variables as related to maintaining and restoring homeostasis. Also includes applied cardiovascular, respiratory, and exercise physiology. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: Graduate DPT students
Co-requisites: DPT 803,, DPT 805, DPT 807, DPT 819, DPT 811. Spring

803 Human Anatomy I 3 credits

The first of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, cardiovascular, pulmonary, and integumentary structure. This course emphasizes building a foundation in human anatomy that will be built upon in the second course and integrated in clinical courses. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: Graduate DPT students.
Co-requisites: DPT 801, DPT 805, DPT 807, DPT 819, DPT 811. Spring

805 Medical Conditions I 3 credits

The first of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis. (Lecture: 3 hours.)

Prerequisites: Graduate DPT students.
Co-requisites: DPT 801, DPT 803, DPT 807, DPT 819, DPT 811. Spring

807 Movement Science I 4 credits

The analysis of human movement is taught from the developmental, kinesiological, and biomechanical perspective. The student will learn functional anatomy, kinesiology and pathokinesiology of the joints, posture, functional movement patterns of the neck, trunk and limbs as a foundation for evaluation and intervention strategies of the musculoskeletal system. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: Graduate DPT students.
Co-requisites: DPT 801, DPT 803, DPT 805, DPT 819, DPT 811. Spring

809 Human Anatomy II 2 credits

The second of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, vascular, and integumentary structure. This course builds upon the foundation built in Human Anatomy I and includes further exploration of structures and relationships using cadaver dissection. Evidence for the anatomical basis of examination and intervention is explored. (Lecture: 1 hour, Lab: 3 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.
Co-requisites: DPT 853, DPT 823, DPT 855, DPT 857, DPT 839. Spring

811 Physical Therapy Clinical Skills I 2 credits

The first of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include assessment and monitoring of vital signs, goniometry, manual muscle testing, modalities of heat, cold, sound, and water and therapeutic exercise. Introduces problem solving, communication, and patient management skills. (Lab: 4 hours.)

Prerequisites: Graduate DPT students.
Co-requisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819. Spring

813 Evidence-based Practice I 2 credits

The first of a four-course sequence provides an overview of quantitative and qualitative research processes. The course emphasizes the knowledge and skills necessary to read and critically evaluate professional literature. (Lecture: 3 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.
Co-requisites: DPT 815, DPT 817, DPT 851, DPT 829, DPT 821. Fall

815 Medical Conditions II 3 credits

The second of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis. (Lecture: 3 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.
Co-requisites: DPT 813, DPT 817, DPT 851, DPT 829, DPT 821. Fall

817 Movement Science II 3 credits

The study of motor control, motor learning, typical motor development, clinical application of kinesiology and biomechanics of the joints, posture, functional movement patterns of the neck, trunk, and limbs and gait will be taught as a foundation for examination and intervention strategies in the presence of movement dysfunction associated with the musculoskeletal and neuromuscular systems. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.
Co-requisites: DPT 813, DPT 815, DPT 851, DPT 829, DPT 821. Fall

819 Professional Issues I 2 credits

The first of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 2 hours.)

Prerequisites: Graduate DPT students.
Co-requisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 811. Spring

821 Physical Therapy Clinical Skills II 1 credit

The second of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include goniometry, manual muscle testing, posture and gait assessment, massage, therapeutic exercise, gait training and objective tests for different neurological conditions. Encourages problem solving, communication, documentation and patient management skills. (Lab: 2 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.
Co-requisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829. Fall

823 Evidence-Based Practice II 2 credits

The second of a four-course sequence provides the knowledge and skills necessary to access and utilize best evidence in making clinical decisions. Content from Evidence-based Practice I is integrated into this course in the continued development and application of skills needed for critically evaluating literature and physical therapy practice. (Lecture: 2 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.
Co-requisites: DPT 853, DPT 809, DPT 855, DPT 857, DPT 839. Spring

825 Medical Conditions III 3 credits

The third of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis. (Lecture: 6 hours/week for 8 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 867, DPT 839.
Co-requisites: DPT 833, DPT 861, DPT 849. Fall

829 Professional Issues II 2 credits

The second of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 1.5 hours, Lab: 1 hour.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.
Co-requisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 821. Fall

833 Evidence-based Practice III 2 credits

The third of a four-course sequence emphasizes the planning and conducting of an evidence based practice project that involves developing a focused question and conducting a literature search and review, including critical evaluation and evidence based practice grading. Building upon skills presented in Evidence Based Practice I and II, the course provides opportunities for enhancing the knowledge and skills needed for critical evaluation of the literature and other forms of information. (Lecture: 3 hours/week for 8 weeks, Lab: 1 hour/week for 8 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.
Co-requisites: DPT 861, DPT 825, DPT 849. Fall

837 Clinical Education I 8 credits

This is an eight-week, full-time clinical education experience, occurring during the fourth semester in the program (Summer II). This experience will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from physical therapy clinical faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will begin the process of professional socialization and cultivation of interpersonal communication skills; clinical decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice. (40 hours per week for 8 weeks.)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839. Summer.

839 Professional Issues III 1credit

The third of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 1 hour.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.
Co-requisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857. Spring

843 Evidence Based Practice IV 3 credits

The fourth of a four-course sequence continues with the evidence based practice process of critical evaluation of information related to a focused question and obtaining the best evidence. The course provides opportunities for discussion and exercises in the integration of best evidence with clinical judgment and client values to determine the best care for a client. Content from Evidence Based Practice I, II, and III is integrated into this course in the continued critical evaluation of literature and physical therapy practice. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.
Co-requisites: DPT 863, DPT 865, DPT 859, DPT 880. Spring

844 Evidence based Practice IV 3 credits

The fourth of a four-course sequence continues with the evidence based practice process of critical evaluation of information related to a focused question and obtaining the best evidence. The course provides opportunities for discussion and exercises in the integration of best evidence with clinical judgment and client values to determine the best care for a client. Content from Evidence-based Practice I, II, and III is integrated into this course in the continued critical evaluation of literature and physical therapy practice. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.
Co-requisites: DPT 863, DPT 865, DPT 859, DPT 880. Spring

847 Clinical Education II 8 credits

This is an eight-week, full-time clinical education experience occurring during the fifth semester of the program (Fall II). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education II. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. (8 weeks.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849. Fall

849 Professional Issues IV 2 credits

The fourth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 2 hours/week for 8 weeks, Lab: 4 hours/week for 8 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.
Co-requisites: DPT 833, DPT 861, DPT 825. Fall

851 Musculoskeletal Physical Therapy I 5 credits

This course will introduce the student to skills necessary for physical therapy examination of and intervention for problems of the musculoskeletal system primarily involving the upper and lower extremities. A number of examination and intervention principles utilized throughout the musculoskeletal system will be examined, as well as joint-specific principles. These principles will then be applied to the anatomy and biomechanics of the specific regions of the upper and lower extremities. Pathologies will be explored in light of their regional effects on the anatomy and biomechanics, as well as the effect of these changes in mechanics on the function of the body as a whole. (Lecture: 3 hours, Lab: 4 hours.)

Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 819, DPT 811.
Co-requisites: DPT 813, DPT 815, DPT 817, DPT 829, DPT 821. Fall

853 Cardiovascular and Pulmonary Physical Therapy 4 credits

This course explores cardiopulmonary anatomy, physiology, and pathophysiology, and the effects of aging on these systems. Cardiopulmonary dysfunction as a complication of other medical conditions is stressed. Screening, examination, evaluation, differential diagnosis, intervention and modification within the scope of physical therapy practice are emphasized. Integration of medical laboratory studies, medical diagnoses, graded exercise testing with EKG analysis, and pharmacological factors with PT examination and intervention planning are analyzed. Intervention stresses environmental and lifestyle factors, health and wellness attitudes, and physical therapy as integral to patient and public education. Classroom, laboratory, group, and clinical sessions are used to facilitate integration of competencies and skills. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.
Co-requisites: DPT 823, DPT 809, DPT 855, DPT 857, DPT 839. Spring

855 Musculoskeletal Physical Therapy II 4 credits

This course is a continuation of Musculoskeletal PT I. The principles studied in this course are related to the examination of and intervention for dysfunction of the cervical, thoracic and lumbar spines and the TMJ. In addition principles specific to spinal pathology and mechanics will be introduced. Pathologies investigated in Musculoskeletal PT I that affect the extremities will be re-examined in regard to their effect on the spine. (Lecture: 2 hours, Lab: 4 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.
Co-requisites: DPT 853, DPT 823, DPT 809, DPT 857, DPT 839. Spring

857 Neuromuscular Physical Therapy I 5 credits

This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological examination, intervention and rehabilitation. Analysis of posture and movement during the normal process of development and aging as well as in clients with neurological impairments will be emphasized. Current movement theory, postural control, and motor learning research will be applied and integrated with knowledge gained in previous coursework for clinical decision making in evaluation and selection of appropriate intervention strategies. The theoretical basis and treatment techniques for selected neuromotor techniques such as PNF, NDT and sensory integration will also be included. Laboratory sessions will emphasize the development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan. (Lecture: 3 hours, Lab: 4 hours.)

Prerequisites: DPT 813, DPT 815, DPT 817, DPT 851, DPT 829, DPT 821.
Co-requisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 839. Spring

859 Professional Issues V — 3 credits

The fifth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 2 hours, Lab: 2 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.
Co-requisites: DPT 843, DPT 863, DPT 865, DPT 880. Spring

861 Integumentary Physical Therapy — 3 credits

This course provides the student with an opportunity to synthesize materials learned to date within the physical therapy program in the context of integumentary physical therapy. Cooperative learning, independent research, and evidence-based practice on specific topics related to Integumentary physical therapy are integral components of the class. Topics include wound healing, special tests, nutrition and oxygen for healing, modalities for wound healing, dressings, and adjunctive therapies. (Lecture: 4 hours/week for 8 weeks, Lab: 4 hours/week for 8 weeks)

Prerequisites: DPT 853, DPT 823, DPT 809, DPT 855, DPT 857, DPT 839.
Co-requisites: DPT 833, DPT 825, DPT 849. Fall

863 Neuromuscular Physical Therapy II — 4 credits

A continuation of Neuromuscular Physical Therapy I. This course will focus on the selection, performance and analysis of selected intervention strategies for patients with disorders involving the neuromuscular system. The theoretical basis and treatment techniques for selected neuromotor techniques such as PNF, NDT and sensory integration will also be included. Laboratory sessions will emphasize the development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan. (Lecture: 2 hours, Lab: 4 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.
Co-requisites: DPT 843, DPT 865, DPT 859, DPT 880. Spring

865 Patient Client Management — 4 credits

Exploration of the physical therapy management of clients and patients with multiple diagnoses. Includes consultation, screening, examination, intervention and prevention, closely linked to evidence-based practice. (Lecture: 3 hours, Lab: 2 hours.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.
Co-requisites: DPT 843, DPT 863, DPT 859, DPT 880. Spring

867 Clinical Education III 8 credits

This is an eight-week, full-time clinical education experience occurring in the seventh semester of the program (Summer III). This experience builds upon Clinical Education II and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for integration of professional knowledge and skills in total patient care. Students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education IV. Further development of interpersonal skills, clinical decision making,self-assessment, proactive learning, and professional socialization is expected. (8 weeks)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880. Summer

869 Professional Issues VI 3 credits

The sixth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education. (Lecture: 4 hours/week for 8 weeks, Lab: 4 hours/week for 8 weeks)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880.
Co-requisite: DPT 879. Fall

877 Clinical Education IV 10 credits

This is a ten-week full-time clinical education experience occurring in the eighth semester of the program (Fall III). This experience may occur at the same facility on a different rotation or in a different clinical setting. In this experience the student should seek patient populations or problems with which they have limited exposure and/or lack mastery of entry-level skills. Students also should actively seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance. Patient evaluation and intervention skills should be fine-tuned. Additional emphases should be placed upon addressing clinical decision making, goal setting/functional outcome measures, modification of intervention plans, and the role of physical therapy in a dynamic health care system. (40 hours per week for 10 weeks.)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880. Fall.

879 Doctoral Seminar 3 credits

In this course, students will present a personal project of professional significance and will provide feedback to and receive feedback from their peers. (Lecture: 4 hours/week for 8 weeks, Lab: 4 hours/week for 8 weeks)

Prerequisites: DPT 843, DPT 863, DPT 865, DPT 859, DPT 880.
Co-requisite: DPT 869. Fall

880 Physical Therapy Electives 3 credits

This offering allows physical therapy students in their sixth semester the opportunity for study in up to three professional specialty areas. Topics vary from year to year, depending on student interest and the availability of faculty with professional expertise. Topics may include clinical specialties such as sports physical therapy, geriatrics, or pediatrics, or role specialties such as administration, teaching, or community health. Independent study or a graduate course outside the physical therapy department may be arranged with permission of program faculty. (Lecture: variable, Lab: variable.)

Prerequisites: DPT 833, DPT 861, DPT 825, DPT 849.
Co-requisites: DPT 843, DPT 863, DPT 865, DPT 859. Spring

Transition Doctor of Physical Therapy Program (tDPT)

College of Health Sciences
Degree DPT, Doctor of Physical Therapy
Department Chair Susan P. Barker, PhD

Program Director Kelley A. Moran, DPT

The tDPT program is designed to allow practicing physical therapists to complete the requirements for the DPT degree while maintaining employment. Courses are offered in a mostly online format, with a seminar session on campus for each course. On campus sessions occur on the weekends. The program was developed with Misericordia University MSPT graduates in mind, and employs an integrated curriculum model similar to that used in the MSPT curriculum. An adult education model is employed, emphasizing the synthesis and evaluation levels of the cognitive domain. The program involves a total of 14 credits of required coursework:

tDPT 801 Orientation to Doctoral Studies (1 credit)
tDPT 803 Cardiopulmonary Physical Therapy (3 credits)
tDPT 805 Integumentary Physical Therapy (3 credits)
tDPT 807 Musculoskeletal Physical Therapy (3 credits)
tDPT 809 Neuromuscular Physical Therapy (3 credits)
tDPT 810 Proposal Development (1 credit)

Transition Doctor of Physical Therapy Course Descriptions (tDPT)

801 Orientation to Doctoral Studies 1 credit

This is the first of six courses in the transition doctor of physical therapy curriculum. This course is designed as an orientation to the doctoral curriculum as well as issues related to program content, expectations and delivery. Course content will include distance education principles and procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence based practice, service learning and professional socialization of an autonomous practitioner.

803 Cardiopulmonary Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of cardiopulmonary physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

805 Integumentary Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of integumentary physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

807 Musculoskeletal Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of musculoskeletal physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service-learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

809 Neuromuscular Physical Therapy 3 credits

This is one of six courses in the transition doctor of physical therapy curriculum. This course is designed with the practicing physical therapist in mind. It builds upon Orientation to Doctoral Studies (tDPT 801) and focuses on the content area of neuromuscular physical therapy across the lifespan. Course content includes integration of moderating variables, screening and diagnostic procedures, professional standards of practice, professional ethics, advanced clinical decision-making, evidence-based practice, service-learning and professional socialization of an autonomous practitioner.

Prerequisite: tDPT 801

810 Proposal Development 1 credit

This is one of six required courses in the transition doctor of physical therapy program. During completion of this course the student will develop a service learning proposal that has the potential to be implemented. Service-learning is a structured experiential learning experience that provides students with the opportunity to meet academic objectives through provision of community service. When possible, students will work with community members to identify needs and develop and implement projects to address those needs and then reflect on the value of the experience for the community and themselves.

Prerequisites: tDPT 801, Written approval of the topic for the proposal from one of the primary course instructors.

Speech-language Pathology

College of Health Sciences

Students may enter the graduate speech-language pathology program in one of three ways: (1) those having successfully progressed to the senior year as traditional or undergraduate transfer students (the process for entering graduate study for these individuals is described in the section entitled Undergraduate Program in Speech-language Pathology above), (2) those having a baccalaureate degree in a field other than communication disorders or speech-language pathology, or (3) those having a baccalaureate degree in communication disorders or speech-language pathology. The sections that follow apply to individuals who meet circumstance (2) or (3).

Admission of Students with Baccalaureates Other than SLP

Students who possess a baccalaureate degree in a field other than communication disorders or speech-language pathology may apply for admission into the graduate portion of the SLP program. Applications will be considered on a competitive, space-available basis. As a minimum, students with a baccalaureate degree must have maintained a cumulative grade point average of 3.00 on a 4.00 scale. In addition, these students must have obtained a combined score of at least 1000 on the verbal and quantitative subtests of the GRE, or a comparable score on the Miller's Analogies Test (MAT). If the candidate does not meet these requirements, the department chair has the latitude to accept students who can present extenuating circumstances (for example, persons from cultural/ethnic minorities who traditionally do not perform well on standardized tests because of possible test bias).

Students who apply for admission should keep in mind that they will be required to take prerequisite courses as deemed appropriate by the department, prior to enrolling in any graduate-level courses. Application for admission should be completed by February 1 for admission into the fall semester of the same year.

Completion of the master's degree for these individuals will take approximately three years. During the first year, the student will take prerequisite courses in preparation for graduate study in speech-language pathology. These prerequisite courses will include the SLP courses which are typically taken by undergraduate students during the sophomore and junior years (the SLP 200-, 300-, and 400-level courses). The remaining two years will consist of graduate study, with the student sequencing through all academic and clinical requirements in the same manner as all other students (see the senior and 5th years of study under sequence of required courses above).

Admission of Students with Baccalaureates in SLP

Students who possess a baccalaureate degree in communication sciences and disorders may apply for direct admission into the graduate portion of the SLP program. Admission requirements for these individuals are: (1) a cumulative grade point average of at least a 3.00 on a 4.00 scale, and (2) a minimum combined score of 1000 on the verbal and quantitative portions of the GRE, or a comparable score on the MAT.

Application deadline for admission is February 1 for enrollment in the fall semester of the same year. Applications will be considered on a competitive, space-available basis.

Completion of the master's degree for these individuals will take approximately two years. The student will enter the graduate program immediately, which is the senior year of study for traditional undergraduate students (see sequence of required courses above), and will continue through the fifth year of study.

Advancement within the Graduate Portion of the SLP Program

To advance from the first year to the second year of graduate study, students must:

1. maintain a minimum cumulative GPA of 3.00 in all coursework and a minimum cumulative GPA of 3.00 in the graduate professional courses;
2. receive a grade of "B-" or better in all graduate level professional courses (SLP courses at the 500 and 600 levels) and a B or better in all graduate level clinical courses; and,
3. successfully master all course objectives for all SLP courses taken during the first year of graduate study.

Graduation

Students who have successfully met all requirements for graduation will be conferred the master of science degree in Speech-language Pathology. These requirements include: (1) successful completion of all academic coursework,; (2) successful completion of all clinical requirements; (3) successfully passing a comprehensive examination or writing a graduate thesis; (4) completing and exit interview or survey; and (5) showing evidence of having taken the PRAXIS-SLP examination.

Statement Concerning Program Accreditation

The master's program in speech-language pathology is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association.

Five-year Entry-level BS to MS Program

Refer to undergraduate program, page 216.

Directory

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